REPORT RESUMES

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PROGRESS REPORT OF VOCATIONAL-TECHNICAL EDUCATION PROGRAM
DEVELOPMENT FOR PERSONS WITH SPECIAL NEEDS BY STATES.
DISCUSSION COPY.
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DESCRIPTORS- *VOCATIONAL EDUCATION, *HANDICAPPED STUDENTS, MENTALLY HANDICAPPED, SPECIAL PROGRAMS, SPECIAL EDUCATION, ACADEMICALLY HANDICAPPED, *STATE PROGRAMS, PROGRAM DEVELOPMENT, ANNUAL REPORTS, *PROGRAM DESCRIPTIONS, PROGRAM ADMINISTRATION, FEDERAL PROGRAMS, MINORITY GROUPS, EXPENDITURES, *DISADVANTAGED GROUPS, TECHNICAL EDUCATION, EDUCATIONAL RESEARCH, SOCIALLY DISADVANTAGED, ECONOMICALLY DISADVANTAGED, CULTURALLY DISADVANTAGED, PHYSICALLY HANDICAPPED,

PROGRAMS DEVELOPED SINCE THE PASSAGE OF THE VOCATIONAL EDUCATION ACT OF 1963 ARE REPORTED FOR EACH STATE, GUAM, PUERTO RICO AND THE VIRGIN ISLANDS. EACH REPORT INCLUDES INTRODUCTORY INFORMATION AND THE OCCUPATIONAL AREAS IN WHICH TRAINING IS BEING OFFERED. A LARGE NUMBER OF SUCCESSFUL PROGRAMS ARE GETTING SUBSTANTIAL RESULTS IN REDUCING SCHOOL DROPOUTS, INCREASING SCHOOL ACHIEVEMENT AND ATTENDANCE, REHABILITATING SCHOOL-LEAVERS AND UNEMPLOYED YOUTH AND ADULTS, REGENERATING SCHOOL "SIT-INS" WITH NEW MOTIVATION, AND SUCCESSFULLY PLACING PERSONS IN ENTRY-LEVEL JOBS. THE NATIONAL AVERAGE OF VOCATIONAL EDUCATION FUNDS SPENT FOR PROGRAMS FOR PERSONS WITH SPECIAL NEEDS IS 3.7 PERCENT. EXAMPLES OF DEVELOPMENTS ARE--(1) OF 951,000 ENROLLEES IN VOCATIONAL EDUCATION IN CALIFORNIA, 32,048 WERE SERVED IN SPECIAL NEEDS PROGRAMS, (2) IN COLORADO, A SYSTEM OF SPECIAL PROGRAMS FOR INMATES OF CORRECTIONAL INSTITUTIONS HAS BEEN INITIATED, (3) TWO REGIONAL CENTERS FOR THE EDUCABLE MENTALLY RETARDED HAVE BEEN ESTABLISHED IN CONNECTICUT, (4) MINNESOTA IS OPERATING A REHABILITATION CENTER FOR CULTURALLY AND EDUCATIONALLY DEPRIVED YOUTH AND ADULTS, AND (5) OREGON IS SERVING 5,000 DROPOUTS AND NEAR-DROPOUTS IN A PERSONALIZED EMPLOYMENT PROGRAM. SUMMARIES OF RESULTS OF 22 PROJECTS DEALING WITH THE HANDICAPPED ARE INCLUDED. THE APPENDIXES LIST (1) THE ESTIMATED TOTAL EXPENSES FOR VOCATIONAL EDUCATION FOR THE FISCAL YEAR 1968, (2) PROJECTED PROGRAM ACTIVITIES FOR NEW TEACHERS, 1968, (3) CLASSIFICATION OF PERSONS WITH SPECIAL NEEDS, (4) A SUMMARY OF MAJOR POINTS IN DEVELOPING PROGRAMS FOR PERSONS WITH SPECIAL NEEDS, AND (5) A DIRECTORY OF STATE OFFICIALS RESPONSIBLE FOR THE SPECIAL NEEDS PROGRAMS. (WB)

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PROGRESS REPORT
OF
Vocational-Technical Education Program Development
FOR
Persons With Special Needs By States

Vocational Education Act of 1963
Section 4(a) (4)—P. L. 88-210

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
JOHN W. GARDNER, Secretary

OFFICE OF EDUCATION
HAROLD HOWE II, Commissioner

PROGRAM PLANNING AND DEVELOPMENT BRANCH
Division of Vocational and Technical Education
Bureau of Adult, Vocational, and Library Programs

VT005420

PROGRESS REPORT

VOCATIONAL-TECHNICAL EDUCATION PROGRAM DEVELOPMENT FOR PERSONS WITH SPECIAL NEEDS

BY STATES

Vocational Education Act of 1963
Section 4(a) (4)--P. L. 88-210

U.S. Department of Health, Education, and Welfare
John W. Gardner, Secretary

Office of Education
Harold Howe II, Commissioner

Bureau of Adult, Vocational, and Library Programs
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February 6, 1968

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February 6, 1968

PROGRESS REPORT

VOCATIONAL-TECHNICAL EDUCATION PROGRAM DEVELOPMENT FOR PERSONS WITH SPECIAL NEEDS

BY STATES

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INTRODUCTION

This progress report describes vocational education programs for persons with special needs developed since the passage of the Vocational Education Act of 1963. This report has been prepared on a State-by-State basis. Time and the resources with which we had to work were far too limiting for the staff to produce an indepth study. Rather, we had to rely on each State's annual reports and projected program activities which were up-dated through personal contact with the State officials when possible. Where additional material was provided, we were happy to include it.

Some 24 States have appointed a member of the State staff to work full or part-time on the development of programs for persons with special needs. Other States have made this a responsibility of all of the State staff. Some States have described their accomplishments and programs in considerable detail, other States have indicated limited program development and accomplishments.

In Section 4(a)(4) of the Vocational Education Act of 1963 it is stated that vocational education funds may be spent ... "for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program ..." In the Appendix is a listing of some of the major characteristics of the youth and adults which fit into this heading of special needs. It might be said that these are students who are not receiving special education and are not able to do the work required or assigned to the regular classes. This may be due to one or a combination of the following factors: (1) they are physically handicapped; (2) they are genetically mentally retarded; (3) they have emotional problems which hinder their learning processes; (4) they are slow learners and learn at a different pace from the general student body; and (5) they come from environments which are not conducive to learning and where education is not adequate.

Except for those who are genetically mentally retarded, every one who is in the special needs category has the capacity to succeed in the regular vocational educational programs to the highest technician level. And there are many low skilled occupations for which the mentally retarded can qualify if given the training.

The major thing we have learned since the Act was implemented is that there must be a commitment and a willingness to serve this population on the part of all vocational-technical educators as well as the top administrative staff. Without this support, both moral and financial, the extra efforts which must be made will never be put into operation. Business as usual, or in this case, education as usual, will not reduce the need for corrective programs to reduce the unemployment lines, the welfare rolls, the enrollees for Job Corps and Manpower Development and Training, and the disillusioned and purposeless.

The second major thing we are learning is that there is no magic formula which, if applied, will eliminate our special needs problems. Whole new educational philosophies will have to be developed. New techniques for teaching will have to be used. Teacher training will have to be revised. It will take more millions of dollars, more dedicated staffs, and more experimental approaches to find some of the solutions.

The efforts described on the following pages illustrate vocational education's contribution to serving persons with special needs. It is hoped that this progress report will stimulate more intensive efforts in the coming years. The State officials who are already involved in this endeavor know the dedication required, the amount of literature which must be perused, the contacts which must be established, the meetings which should be set up and/or attended, the site visits which must be paid, and the support and cooperation they must have.

The Division of Vocational and Technical Education views this booklet as one of many tools needed to do the job. The names of the State officials responsible for developing programs for persons with special needs is given in the Appendix. If programs are described which are of particular interest, these men and women can send out more descriptive material or direct the inquirer to the persons who can. This interchange of ideas and program inputs is just an overview for the reader and the user. The imagination and courage are illustrated in the communities themselves where the activities are taking place. The youth and adults with special needs are not the only beneficiaries of additional and creative efforts. We all are.

February 1, 1968

Barbara H. Kemp
Albert L. DeMond

SUMMARY

This report shows considerable improvement in quantity and quality of programs in Vocational Education for persons with special needs, as a general rule, throughout the nation. This improvement is unevenly reported for several reasons. Many States have excellent programs which are constantly expanding to meet increasing needs. However, many of these States have not collected or reported data on these programs which show their efforts, as they have been too busy concentrating on development and improvement of programs and with the necessary follow-through activities. On the other hand, quite a few States have been aware of the need for departing from traditional procedures and routines, making special efforts to develop new, different, and effective means of serving the needs of the handicapped. Working on the stated theory that Vocational Education serves all of the needs of all of the people, programs in many instances were developed in all of the occupational areas of vocational education to serve the needs of the handicapped and disadvantaged student. These were not always reported as programs for special needs. In many instances such special programs served as a means of channeling disadvantaged and handicapped students into regular vocational programs upon removal of deficiencies, and enrollments were looked upon as regular programs.

It is true that many of these handicapped persons may be served by adaptations and adjustments of present vocational education curricular offerings, especially when reinforced with supplementary instruction in basic education and coupled with adequate resources for guidance, counseling, and placement in entry-level jobs. Vocational education has always acknowledged this responsibility and is able to do it satisfactorily. Notable examples of this are found in all branches of vocational education which have curriculum flexibility and job opportunities for a spectrum of abilities and skill requirements with the broadest possible range. It is felt by some educators that vocational education is losing the opportunity to serve a large portion of this important and growing segment of the population of secondary school age which has turned away from the regular school program as a solution to their problems. This feeling will continue, and doubtless increase, unless and until effective means are found to equip the disadvantaged and the handicapped with job-entry level skills, a working command of communication and computation skills, a wholesome attitude toward work, and the system of rewards for services rendered under the present organization of our economic system. A comprehensive program must be developed and put into operation which will produce highly visible and immediate results in meeting these needs.

A review of what is going on in this area in every State and Territory is a good starting point for program analysis in each State. Awareness of efforts to observe the mandate of Section 4(a)(4) of the Vocational Education Act of 1963 in all other States furnishes the basis of evaluation for any State. States which have exemplary and successful programs may be reached for aid and assistance in program development. Innovative and effective techniques may be examined without the penalties of the trial and error method. Interchanges of information should be most helpful.

This report reveals that a large number of successful programs are being developed, which are getting substantial results in the reduction of dropout rates, increases in school attendance and achievement, gratifying results in rehabilitation of school-leavers and unemployed youth and adults, regeneration of school "sit-ins" with new motivation, and successful placement at job-entry level of persons who demand early entry into the work force without the crippling handicaps of academic deficiencies and lack of job skills. These promising results should be duplicated in many parts of the nation where similar problems are present.

Some States will stand out as examples of good and successful programs in this area of vocational education. From the point of view of emphasis through allocation and matching of Federal funds for vocational education, the following listing of leading States is presented:

Estimate of Total Expenditures--1968 *
All Vocational Education Acts

	State	Total Expenditures	Special Needs	Percent
	Total U.S.	$225,343,000	$8,366,000	3.7
1.	New York	17,000,000	2,900,000	17.
2.	Texas	12,595,000	849,000	6.7
3.	California	14,985,000	749,000	5.
4.	Illinois	10,114,000	452,000	4.4
5.	New Jersey	7,470,000	300,000	4.
6.	Pennsylvania	13,547,000	197,000	1.45
7.	Connecticut	2,644,000	171,000	6.5
8.	Kentucky	5,373,000	155,000	2.9
9.	Mississippi	4,720,000	153,000	3.24
10.	Indiana	4,908,000	153,000	3.1

* Projected Program Activities, 1968 -- State Vocational Services/AVLP/OE, September 28, 1967. More complete presentation of statistical data is shown in the appendix.

There are many States where the services rendered in programs for persons with special needs is much greater than that revealed by the national average expenditure of 3.7 percent of Federal funds for vocational education. Many States which do not rank high in per capita wealth or income or average expenditure per pupil for education, approach or exceed the national average. Such States are Mississippi, Kentucky, Arkansas, Alaska, Louisiana, West

Virginia, Wyoming, and Puerto Rico, and others. Many of these States are offering excellent programs where the pressing needs of the disadvantaged and handicapped are great. For many persons with special needs this may be the first time that a vocational education program especially tailored to fit their specific needs has been offered. It will improve as time and continued Federal and State assistance permit.

From the viewpoint of noteworthy exemplary programs, there are States which have reported significant contributions. Such a list is:

California

Service to persons with special needs through the regular vocational programs. In FY 1967, 32,048 out of 951,000 enrolled in vocational education were served in special needs programs. This is 3.3 percent of the total vocational education enrollment. The highest priority is given to such students. Approximately five percent of Federal funds for vocational education was allocated for this purpose in California in 1968.

Colorado

A system of special programs for inmates of correctional institutions has been developed. Four percent of the Federal funds is allocated for persons with special needs.

Connecticut

A Center for Vocational Arts has been established for persons with special needs, at Norwalk. Two regional Centers for mentally retarded educables have been established. The State estimates expenditures of 6.5 percent of its Federal appropriation for vocational education for special needs. A full-time State Supervisor has been appointed for this work.

Delaware

In cooperation with the Delaware Research Coordinating Unit, the State Board for Vocational-Technical Education prepared a series of five resource papers about the disadvantaged. These are most helpful for personnel engaged in special needs programs.

Florida

An excellent Guide for Planning Special Vocational Programs for the Disadvantaged was prepared by the Division of Vocational, Technical, and Adult Education. Brochures were developed and distributed on the junior high school work experience program. Statewide activities in program development for special needs are exemplary.

Indiana

A method of selecting referrals for special needs programs through a special committee of Guidance Counselors and Principals was noted.

Kentucky

A two-week Seminar for Supervisors and Teacher Educators of Teachers of persons with special needs was held at the University of Kentucky, June 12-23, 1967. This was sponsored jointly by the Kentucky Research Coordinating Unit and the Bureau of Vocational Education, funded under Section 4(c) of the Vocational Education Act of 1963.

Maryland

The development os six general vocational high schools for students who have special vocational interests or for those who find the regular high school programs not entirely suited to their needs was observed in Baltimore. A two-year program offering occupational training and remedial education at the 9th and 10th grade level is offered. Provision is also made for students below this level in a special occupational school for the severely handicapped or mentally retarded students, with strong supportive counseling and placement services.

Minnesota

Rehabilitation Centers are to be established for persons with special needs. The first of these is now in operation in Minneapolis. It is designed for culturally and educationally deprived youth and adults who might enter a skill training program if basic educational deficiencies are corrected.

New York

Strengthened and expanded programs in Distributive Education and Office Education for special needs students were noted. Comprehensive development of Work Experience programs in five major cities is serving as a model for expansion.

New Jersey

Increased awareness of the need for occupational training has placed special emphasis on cooperative vocational education. "Introduction to Vocations" in 26 New Jersey high schools for 9th grade students is an excellent basis for referrals to regular programs as well as for persons with special needs.

North Carolina

An excellent format for pre-employment programs has been designed in the "Introduction to Vocations." Exploratory courses leading into the regular vocational sequences and occupational training for the handicapped are being offered.

Ohio

Vocational Rehabilitation and Job Preparation Centers are operated in Cincinnati and Cleveland in cooperation with Vocational Rehabilitation and vocational education. Plans are near completion for opening a second Center in Cleveland and one each in eight major cities, for a total of eleven in 1968. These operations emphasize work adjustment and evaluation, counseling, social adjustment, ancillary rehabilitation service, remedial education, occupational work experience and placement, and supervision on jobs with private business and industry. Cooperation with the Bureau of Work Programs, Neighborhood Youth Corps, and Bureau of Employment Service is noted.

Oregon

Personalized Employment Program for high school dropouts and near-dropouts is a dual program to assist youth now out of school who can benefit by appropriate training and to improve the educational program still attending secondary schools who might benefit from improved procedures and more appropriate control. A reservoir of 5,000 dropouts and near-dropouts is served. This is operated by the State Department of Education in cooperation with Portland Public Schools and other school systems and the University of Oregon. Boys' and girls' residence facilities are provided in Portland and in Yamhill and Lincoln Counties. Study, recreational, and cultural programs are presented, as well as special occupational classes in job skills, with opportunities for a wide variety of metropolitan work experience openings. Many ideas from the

Job Corps have been incorporated. Costs for 1967-68 are estimated at $3,211,795, or $4,015 per trainee for 800 trainees.

Tennessee

An excellent Workshop for Special Needs was conducted August 7-11, 1967, at Middle Tennessee State University, Murfreesboro,Tennessee. The theme was "Motivated Vocational Related Remedial Training." Twenty participants attended, including special needs teachers, supervisors, and coordinators from all parts of the State. A comprehensive report of the workshop with valuable materials for personnel dealing with special needs was prepared.

Texas

Pioneer work was done on Occupational Work Experience programs for junior high schools in sixty communities.

Wisconsin

A Day Continuation School for youth who drop out of high schools in in operation as the Milwaukee Continuation School. This is operated as a part of the Milwaukee Vocational Technical and Adult School. The excellent program for rehabilitation of handicapped, disadvantaged youth, with combinations of remedial and skill training is noteworthy.

Utah

The State of Utah Department of Public Instruction has just developed an "Education Guide for Service Occupations." This is most useful in the design and construction of occupational programs for persons with special needs.

These examples were selected at random. There were many others which could be mentioned. Information of this type may be gleaned from this progress report which may supply ideas to other States which have resources, personnel, and time for further exploration and experimentaion in this field of vocational education. This may be an annual report which can be improved and developed with each issue.

Providing vocational education for persons with special needs is a difficult and complex problems which requires adequate staffing on the State level. The increasing demands for trained manpower, economic and social development, continuing changes in the various occupational fields, advancements in science and technology, and other developments make it necessary to expand the scope and coverage of vocational education programs to include large numbers of people who have not been included in such training in substantial numbers. To develop, promote, and implement such programs requires educational leadership on the State level which reaches all parts of the State and every segment of the population. This indicates that a staffing pattern should center upon carefully selected personnel with adequate educational qualifications, diversified experience, and total commitment to the advancement of persons with special needs in vocational education. Many States are developing such a staff, which shows the wisdom of such selection in increased services and qualitative improvements in this area.

A third of the States now have a full-time Supervisor with a supporting staff for vocational education programs for persons with special needs. Almost half of the States have appointed supervisors who work with committees and others in cooperation with the State. Others work with various combinations of State supervisory personnel under the State Director for Vocational Education. Continued improvement in effectiveness is noted in each State as program development is organized and strengthened to provide the services required for persons with special needs.

On the Regional level, there is hope that a program officer responsible for matters related to vocational education for persons with special needs will be on the staff in each of the nine reagions. At present there are three, assigned to Region III, Charlottesville, Virginia, (Mr. James W. Warren, Jr.); Region VI, Kansas City, Missouri, (Mr John Calvin Dupree); and Region VII, Dallas, Texas, (Mr. Elmer Schick).

On the Federal level, the Division of Vocational and Technical Education has two full-time Program Specialists in the Program Planning and Development Branch who have responsibility for planning and development of vocational education programs for persons with special needs. Their activities include the giving of technical assistance, the planning and conduct of conferences on special needs, preparation of materials such as this progress report, and other supporting activities for the program. Program planning and development with long-range as well as short-run perspectives, with continuous contact and communication with Regional, State, and inter-agency representatives is an over all requisite for such support.

The Office of Education does not imply that it should set priorities, goals, or quotas for educational programs within the States, but it should lend a helping and supporting hand. Current developments in our large urban communities and neglected rural areas are revealing needs for programs for persons with special needs in vocational education. Attention to these needs of youth, especially disadvantaged youth and adults beset with handicaps specifically designated in Section 4(a)(4) of the Vocational Education Act of 1963, has placed the highest priority on the development of these programs, now and in the immediate future. An annual report of this kind in 1969 should reveal that vocational education continues to respond to the mandate and challenge of the Vocational Education Act of 1963 as stated in the preamble and in Section 4(a)(4). It is hoped that the continued dedication, full commitment, and the high level of efficiency demonstrated in the development of programs for persons with special needs during the current year will bring us to new levels of great accomplishment in 1969 in each and every State.

ALABAMA

Introduction

Full or part-time responsibility for vocational education programs for persons with special needs has not been assigned to anyone. All members of the field staff in vocational education have been alerted to the necessity and desirability of giving attention to youth with special needs. Working with teachers of adult basic education to provide instruction in appropriate vocational courses, the State has identified over 13,000 such persons in classes. Some whole classes are so identified and in other classes the number varies from one up. This avoids "tagging" students and programs as for "disadvantaged" or those not quite as good as others. Alabama plans to recruit 75 teachers for persons with special needs and two administrative staff persons in 1968.

The Occupational Areas

In alabama it is generally felt that the disadvantaged can be helped more by keeping them with other students but giving them special help and adjusting the curriculum for individual requirements. Each vocational area is expected to develop special programs for persons with special needs. No new or additional occupational fields are anticipated. However, disadvantaged youths who may have limitations that warrant it will be trained in only a part of an occupation, or in some cases, trained to make good "helpers" in the occupation.

Relatively few new teaching personnel will be required for this segment of the population. In the State Vocational Technical schools there will be added 75 or more teachers to better serve this group. A special teacher for communication skills will be provided in each school. A special teacher for mathematics and science will be provided. A vocational counselor will be provided. This is being done in order that persons with low levels of educational achievement may be admitted and brought up to an educational level necessary to pursue successfully the training for the occupation chosen. In some instances it will be found that some students' abilities indicate such limitations that they should be trained as machine operators, helpers, or workers in a limited area of an occupation. Courses will be adjusted to provide for these.

A similar plan is followed in the secondary schools. Remedial instrution is provided where necessary. In both the State Area Vocational schools and the secondary programs, close cooperation is maintained with the State Rehabilitation Service whereby handicapped person are accepted and trained. The State school for the Deaf is supported in providing vocational education for the deaf. The State Prison system is supported financially in providing vocational education for inmates.

The estimate of total expenditures for persons with special needs for fiscal year 1968 is $169,751, of which $15,000 is Federal, $28,551 is State and $126,200 is local funds. The total estimated expenditures for vocational education for fiscal year 1968 is $22,591,966, of which $4,610,512 is Federal, $7,781,781 is State and $8,915,494 is local funds.

ALASKA

Introduction

The growth of the vocational program in Alaska is such that attention for the fiscal year '68 must be turned to the development of programs in adult education and for persons with special needs rather than in the technical and agricultural areas at this time. No reductions in previously operating programs for agriculture or technical areas will occur.

Attention to the needs of the adults in the socio-economic depressed areas of the State must include development of new types of programs which will lead them from a "hunter-fisherman" existence to an ability to cope with the problems of obtaining and holding jobs in our society of today. Transfer of Federal funds of $49,038 from George-Barden Act to P. L. 88-210 is planned to develop and operate effective programs of a continuing nature to bring our indigeneous people to a point of acceptance by employing agencies. This small amount will not cover the need, but will at least provide a base for future expansion of this effort which is vital toward attempting to train and place in jobs as many of the approximately 50,000 Alaskans as can be reached.

Occupational Areas

Of the 43 adult home economics programs in Alaska, 25 percent were for persons with special needs. Training for these persons was provided in the areas of home management, clothing, foods, money management, and citizenship.

The home economics section of the Division of Vocational Education cooperated with the following agencies: Bureau of Commercial Fisheries (the home economics program on St. Paul Island offered training to junior high school students in addition to the wage-earning adult program and courses for those with special needs) and the Alaska Housing Authority (home management courses for the purpose of up-grading homemaking skills were conducted in the low-rent housing projects in Ketchidan, Juneau, and Anchorage).

Since a large area of the State is a wilderness area and many socio-economic handicapped students reside in that area, the State supervisor has started compiling audio-visual materials to be sent to these areas on a free-loan basis from the State Audio-Visual Center at the University of Alaska. Two films have been donated by the J. C. Penney Company and the Minnesota Mining and Manufacturing Company.

Work has been done with the Department of Health, Education, and Welfare in developing programs for the exceptional child.

Two of the Alaskan supervisors are meeting in State-wide committees relative to health needs and special needs of Alaskans including work with the handicapped and retarded.

There are nine programs in home economics and one in office occupations in the State. There is one area vocational school in Nome, serving the entire State which offers five programs, one each in home economics, office occupations, distributive education and two in trades and industry. Plans are now being developed for three such centers in 1969.

ARIZONA

Arizona is budgeting an expenditure of $21,000 for Vocational Education programs for persons with special needs in FY 1968 out of total expenditures of $6,399,674 according to their estimates. The state has named a Supervisor for Program Development for persons with special needs.

Four new demonstration programs for the educable mentally retarded and border-line students are to be started. These programs will need 15 new vocational education teachers to serve 1,620 students in a variety of occupational areas. An agricultual program for 23 trainees on the Gila Indian Reservation will continue. At least two similar programs for unemployed adults is anticipated. Four nurses' aid programs will be conducted with the cooperation of the State Department of Public Welfare for 60 people. Home Health Aide Programs are also being considered in cooperation with the Department of Public Welfare.

Each of the services plans to conduct teacher-training workshops for vocational education teachers, stressing services to persons with special needs and emphasizing vocational guidance.

Thirteen additional instructors will be needed for part-time or full-time adult classes in expanded and diversified vocational education offerings. Three new positions will be created for coordinators of Adult Distributive Education programs for persons with special needs. Fifteen new teachers will be needed for vocational education for persons with special needs in FY 1968.

ARKANSAS

Introduction

Vocational education for persons with special needs is under the supervision of each vocational service State Director. The entire program is under the direction of the State Director of Vocational Education. Some 2,000 "special needs" students in the State are receiving occupational training in special or regular vocational classes. The expansion of the program is reflected in the fact that 70 additional instructors (some of them part-time) have been needed to implement the program in the several vocational services.

The Occupational Areas

Agriculture--Over 400 students with special needs are receiving occupational training in this area. Although a substantial number of them are receiving instruction in agricultural production, the greatest percentage (approximately 80 per cent) is receiving training in agricultural mechanics. The latter program is being conducted in some 30 schools, and the students are receiving job orientation and basic trades skills instruction. Working under the supervision of the regular vocational agriculture teacher, non-professional part-time instructors are providing the basic skill instruction.

A. M. and N. College is sponsoring courses at the post-secondary level in ornamental horticulture, farm mechanics technology and occupational technology [illegible].

Instruction in horticulture is also being offered at the Arkansas School for the Deaf where $10,000 has been budgeted for a greenhouse and other facilities.

Distribution--Nearly 100 "special needs" persons are receiving training in distributive education. In addition to the three continuing distributive education programs offered in the previous year (one of which was designed for service station attendants), the following other programs are being implemented:

(1) Training for managers of eating stands sponsored by the Arkansas Enterprises for the Blind.

(2) A high school cooperative work experience program in basic distributive education.

Health--Over 50 students in the "special needs" categories are receiving training in the Practical Nurse and Nurse's Aide programs.

Home Economics--Nearly 800 students with special needs are receiving pre-vocational or vocational training in this area. Home economics is providing this training in 27 of the 75 counties in the State. In addition to the occupational training in food service preparation which is being provided a number of girls in the State's Correctional Training School, this same type of training is being expanded for "special needs" students at the secondary and adult levels in the public schools. Adult classes are also being held in housekeeping aide instruction.

A number of students are enrolled in "Preparation for the World of Work" classes conducted by the Home Economics departments (this program was initiated last year in five pilot classes). This instruction is specifically directed at assisting students with special needs and it includes such instructional units as:

"The World of Work"
"Self-Analysis in Relation to Employment"
"The Place of a Self-Analysis and Personal Development in Preparation for Employment"
Management of Time, Energy, Money and Properties"
"Securing Occupational Information"
"Policies, Conditions, and Regulations for Employment"
"Making Applications for Jobs"

Office--Over 100 students in the "special needs" categories are receiving training in office occupations. The greatest percentage of these students are at the Arkansas School for the Deaf where they are enrolled in general clerical office, typewriting and punch card instructional classes.

Courses in office occupations are also being offered at two community colleges for students in the Neighborhood Youth Corps.

Trades and Industry--Some 350 "special needs" students are receiving training in trade and industrial education. At the Arkansas School for the Deaf training is being offered in the following occupational fields: small boat repair, graphic arts, dry cleaning, upholstery, commercial art, and body and fender repair.

In the public schools of the State at the secondary, post-secondary and adult levels, instruction is being provided persons with special needs in auto mechanics, appliance repair, carpentry and cabinet making, diesel mechanics, electronics--radio/TV, machine shop, welding, cosmetology, food processing, and refrigeration. Students with special needs are being served through trade and industrial education in 10 of the State's area vocational schools.

Ancillary Services

Curriculum Development--Home Economics teachers, with help from the State staff, developed curriculum material in "Preparation for the World of Work." Four teachers who participated in the pilot programs which implemented this instruction have shared experiences which they had with these classes, have evaluated the curriculum materials and have made suggestions for other teachers who are participating in this instructional program for the first time.

CALIFORNIA

Introduction

The State of California has plans for twenty programs in Vocational Education for persons with special needs in FY 1968. This includes ten in office occupations, six in trades and industry, three in vocational agriculture and one in health occupations. Approximately thirty new teachers will be needed to initiate programs designed to accommodate individuals identified as having special needs.

No single person has been made responsible for full-time responsibility for vocational education for persons with special needs. The State Director of Vocational Education continues to serve in this capacity, developing programs through the various service areas. The estimate of expenditures for persons with special needs totals $1,769,250, compared to a total budget of $69,068,075 for vocational education, Federal, State and local funds.

Two in-service teacher education programs will be operated in FY 1968 to assist teachers in developing methods and designing instructional aids and materials necessary to accomodate the educational demands of these students.

Research

The Research Coordinating Unit of the California State Department of Education, Vocational Education Section has made a survey of studies completed in the area of development of vocational education programs for persons with special needs. Included in this review are reports of related studies currently underway, project proposals that have been funded under Section 4(c) of P. L. 88-210, reports found in current journals, and dissertation abstracts. Although it is felt that this review is representative of recent research concerning the vocational needs of special groups, it is not intended to be considered as a comprehensive coverage.

This study was prompted by the importance of identifying and studying the needs of these groups to whom occupational opportunities have been limited and of developing training programs by which their needs can be met. The special problems facing such individuals and groups are listed as physical or mental abnormalities, racial origin, aging, socioeconomic and cultural disadvantages, and inadequate schooling. These special problems place an added burden not only on the persons with these characteristics, but also upon those responsible for their training.

The survey contains valuable definitions and characteristics of these special groups with identifiable needs, findings of importance on the culturally deprived, mentally retarded, socio-economic problems, delinquency problems, minority racial groups, underachievers, and many other such groupings. Important bench marks are available for the development of programs for persons with special needs, with copious references for details of research conducted. An excellent bibliography is appended.

The Research Coordinating Unit will continue to encourage research in the area of ways and means of evaluting vocational education. A contract has been signed with Arthur D. Little, Inc., to conduct a comprehensive statewide study of vocational education. This project will be developed over a two year period beginning June, 1967, with periodic progress reports and a final report which will provide an indepth evaluation of the vocational education program in California.

The Occupational Areas

Business Education for Students With Special Needs

In developing vocational business education programs to better prepare students with special needs (i.e. potential drop-outs, low ability students, handicapped students, disadvantaged students, and minority students) so that these students would be competitive in the employment market, districts have brought their many and diverse talents to bear.

Office education programs have been developed for low ability students in the low entry occupations such as: file clerk, general office clerk, and duplicating machine operator, with specific emphasis on the teaching of the necessary personal and employment skills and competencies which will enable these students to obtain initial employment. Many districts have found that the attitudinal, personality, and grooming habits are of primary importance for students seeking their first job. Courses of instruction have been developed to give the potential employee a sequence of very simple machine calculation skills, orientation to filing, proper use of English, and office duplication skills. The increase in demand for office duplication machine operators has created several exemplary programs. Several school districts have developed excellent programs aimed at training the student with special needs for this occupation.

Of particular note in the development of these programs has been the emphasis placed on experiential programs; that is, those having as part of the sequence of instruction some on-the-job training or orientation. These take the form of office education cooperative programs, exploratory and general work experience, and observation trips which give students some appreciation of the day-to-day activities on the job. This type of program when properly coordinated with the in-class instruction, has proven to be an excellent vehicle for the student with special needs.

Development of programs for this group of students is characterized throughout the state by the increasing realization that programs must be job oriented. They must be developed based on a thorough understanding of the occupations to which these students will be engaging initially, and designing sequences of instruction to guarantee that students may obtain these jobs.

Work Experience Education Programs for Potential Dropouts

El Monte Unified School District organized a business education program for potential dropouts. It was reported that:

> There was a significant change in attitude of students toward the school program.
>
> There was an increased interest of students to remain in school to gain skills required on the job.

Work Experience Education Programs Improve the Educational Program

A VEA project, "Work Experience for Vocational Business and Distributive Occupations," had the following outcomes as reported by Opportunity High School:

1. Student workers who have diligently pursued their VEA jobs have performed better as classroom students, as indicated by their instructors.

2. The 29 students who have completed the work program have attended their classes more regularly than those students who are not on the VEA work program.

3. Stability of citizenship and improvement of work attitudes has been shown by most student workers.

4. Several students appear to have made a vocational choice which they may pursue as their life's work.

5. The counseling each student worker has received from his employer and work coordinator appears to have helped stabilize school, job, and community attitudes.

Seminar on Small Business Management for Negroes

Los Angeles Unified School Districts conducted a seminar on small business management in cooperation with business leaders representing the Negro community. There were over 50 persons enrolled in an eight-week seminar. Guest speakers were included. Negroes represented a large proportion of those who enrolled.

Special Business Education Program for the Slow Learner

Crawford High School, San Diego City Schools, offers beginning typewriting to large groups of students with one teacher and two teachers aides.

The typing room used for large group instruction at Crawford High School is composed of two rooms. The smaller room is used for students needing special attention or remedial work. This arrangement is especially beneficial for the slower students who require more explanation than the teacher who is burdened with a large group of students - say 60 - would be able to give.

Office Education for Continuation Students

Oakland Unified School District has placed increased emphasis on development of vocational training in its two continuation high schools. Continuation schools have unique problems which require specialized instructional programs which will meet the extremely diverse needs of students. Oakland has developed an individualized office occupations training program, which required complete remodeling of the office education facilities as well as curriculum revision. The development of innovative methods of instruction, and specialized equipment was of prime importance. District personnel and continuation vocational teachers concentrated their efforts in revising and upgrading the office education program with the result that they now have redesigned facilities which provide for individualized instruction for all students within one instructional area, and a curriculum which is implemented in an extremely individual way. Preliminary evaluative data indicates that the program has been successful in preparing this highly diversified group of students for initial employment.

Office Education for Spanish-speaking Students

San Francisco Unified School District has operated a successful program to upgrade the vocational skills of Spanish-speaking San Francisco residents. The program emphasizes pretraining testing to ascertain the educational level and needs of the individuals in the classes.

The skills curriculum is similar to that generally found in programs aimed at developing entry skills in the various competencies necessary. This program concentrates attention on the speech skills that these people must have for employment. The program maintains a flexible approach to developing the multiple skills necessary for obtaining jobs.

Business Education for the Culturally Deprived

At Berkeley Adult School, emphasis was placed during the year on developing a program of instruction aimed at preparing culturally deprived and low income adults for immediate employment as stenographers and clerk-typists.

A program was developed which assessed enrollees basic education level, ability; and occupational goal. Based upon this information a vocational and basic education curriculum was formulated which was designed to bring each person to entry skill. This district found, as did others, that the program was successful for those who remained to completion; however, because of the individual problems the students must face that cannot be solved by the school, drop-out rates are high.

Parent Advisory Group in Disadvantaged Area

In addition to a very successful program in terms of employment of students, the teacher-coordinator at McClymonds High School (Oakland) developed a parent advisory committee for the purpose of both advising the school on needs of individual students, and serving as a media for communication to the parents on the part of the school. Also, the coordinator developed a buidling level club called "Mac's Merchants" which was very active in school and community activities.

Merchandise Handling Occupations Training for Lower Ability Students

Oakland Unified School District has recently developed for implementation in one high school and one continuation high school, a program designed to train low-ability students for entry into the so-called merchandise handling occupations. Jobs in this category would include: shipping clerk, warehouseman, receiving clerk, stock clerk, and order clerk. Program development included setting up an advisory committee made up of employers in these occupations, surveying the employment market, developing job specifications, translating specifications into curriculum, plus the many other tasks entailed in curriculum development.

Summer Session Program for Business Students

Mt. Diablo Unified School District, serving a large heterogenous suburban population, has operated a summer vocational program for several summers. Emphasis has been on providing both vocational orientation for some students to assist them in choosing an occupation for further training during the regular school year, and specific occupational training for students entering the employment market. The program operates for six weeks with students enrolled for four hours daily. Work experience placement is an integral part of the program, with the majority of students employed in training stations during the afternoon.

Office education programs include: data processing, clerk-typist, medical and legal clerk. The curriculum and methods of instruction differ from the regular school year programs in that they are oriented to both formal class work in skill development, and use of vast outside resources such as speakers, field trips, and specialized equipment. The methods used emphasize flexibility to integrate community resources, and orientation to individual student needs.

Special Program for Mentally Retarded

The Santa Cruz County Program for severely mentally retarded children was expanded to include instruction in ornamental horticulture. Twenty-four students were identified as being trainable in this field and were enrolled in the program.

The facilities provided included a greenhouse, lath house, several garden plots, appropriate machinery and hand tools. The students constructed some of the equipment, such as benches, flats, etc., propagated plants using several methods; landscaped two schools; operated power machinery. Most of the students used their new skills outside of school. Many of them maintained home gardens and lawns. Four boys had part-time yard maintenance jobs; one boy assisted his father, who is employed at a local nursery. After conducting the program for a year, the instructor and other staff members concluded that at least 80 percent of the students will continue to need direct supervision while at work. Furthermore, the training program must be of a long term nature.

Migrant Education Centers

Another proposal was developed and funded for $116,469, for eight Comprehensive Migrant Education Centers under the Office of Economic Opportunity, providing educational day care, nursery school and elementary enrichment to approximately 800 children of migrants and seasonal agricultural workers. These programs are directly related to meeting special needs as specified under the Vocational Act of 1963.

A plan was developed and funded for participation in an interstate project headed by the State of California, on Leadership in Migrant Education. This project is funded under Title V, section 505 of the Elementary Secondary Act. A grant of $14,503, has been made available for the first four months of this three year project.

Summary

Officially, as verified in enrollment statistics, California's achievement in 1966-67 under the P. L. 88-210 matching purpose of "Vocational Education for Persons with Special Needs," 32,048 individuals were served. Representing less than four percent of the 951,000 enrolled in vocational programs in California last year, this number is not large--and neither is it an accurate measurement of the manner in which vocational education is serving people with "special needs." In the truest sense, all persons served by vocational educational have special needs, with some having greater need than others. With this recognition, California has not developed specific guidelines as to the exact identification of persons who fit the "special need" category. Instead, local districts are asked to indicate in their enrollment reports an estimate of the numbers of persons who seem to fall into such a category.

While the reported number of persons recorded as "special need" students is not large, and will not become large, this does not mean that California is unwilling or unable to perform specialized services for persons with "special" needs. To the contrary, the California State Board of Education has, by official action, placed the highest funding priority upon Vocational education programs that serve youth or adults who, because of their academic, socioeconomic, or other handicaps, have the most urgent need for occupational preparation. In adopting this policy, California has declared that regardless of any matching purpose in P. L. 88-210, the first call on all funds will be for persons who have academic, socioeconomic, or other handicaps of such nature that vocational education becomes the decisive, genuine, realistic opportunity for them to reduce, compensate for, or remove such handicaps that pertain to employability.

This policy tends to obliterate statistical evidence of the "special needs" categorial purpose, for it intends that all the categorical purposes shall emphasize the development of vocational education services for persons with employability handicaps.

A listing of types of programs of this nature offered in California would be little different than in other states. On the basis of the funding priority, vocational instruction has been extended to both youth and adults who, because of a variety of reasons, were not reached in prior years. Most of the extension involves "regular" programs of vocational education. In very few instances has it been necessary to "tailor-make" or substaintially nodify curriculum patterns. For the most part, experience in California has indicated that the greatest need for modification in the program of vocational education, as it applies to the "special needs" categorical purpose, is the adjustment in prodedures in inaugurating programs, in soliciting trainees, and in communication. Adjustment in content--and even in teaching methods--has not had to be changed a great deal.

COLORADO

Introduction

Enrollment estimates for Colorado in fiscal year 1968 include the following figures for Persons with Special Needs: Agriculture 50, Office Occupations 850, Distributive Education 300, Health Occupations 40, Home Economics 206 and Trades and Industry 711, a total of 2,067 out of a total estimated enrollment for vocational education of 86,265. This is 2.4%

The Occupational Areas

Programs for persons with special needs will be conducted in the following occupational areas:

> Agriculture 6 programs, Distributive Education 8 programs, Home Economics for gainful employment 7 programs, Office Occupations 11 programs and Trades and Industry 6 programs.

To expand vocational and technical education for persons with special needs in fiscal year 1968, the following new teaching personnel will be required:

Office Occupations	3
Special Projects	12
Trades and Industry	3
	18

Expanding and Improving Vocational-Technical Education for Persons With Special Needs

Agriculture

A secondary level ornamental horticulture program was initiated for a group of deaf students at the Colorado School for Deaf and Blind. This will develop into a two-year preparatory program, but enrollment will be small due to the limitations in teaching the deaf.

Business and Office

Six new special need programs were established at the following institutions: East and Manual High Schools in Denver, Mesa Junior College, Booth Memorial Hospital, Florence Crittenton Home, and the Jewish National Home. These programs are providing vocational business training for persons having academic or other handicaps that prevent them from participation in a regular program. Seven hundred ninety-eight persons participated.

Distributive Education

Some time was spent during the past year acquainting school administrators, teachers of special education classes, and others, with the potential training that could be provided through the Distributive Education program for people with special needs. From present indications, classes for these people will be organized and taught next year.

Health Occupations

None

Home Economics

Three vocation-of-homemaking programs served 186 disadvantaged homemakers. These classes were held in a housing development in Denver, at Florence Crittenton Home, and in an area of the State designated as a poverty area, Antonito.

A vocational food services program for the Mount View Girls School was planned to start in the fall of 1967. The purpose of the program was "to provide youth an opportunity to develop interests and job entry skills leading to employment upon release" from the institution.

In Fort Collins an occupations course was taught for a group of 13 special needs girls. The teacher reports them as very disadvantaged, shy, lacking in trust, having trouble with their families, lacking in confidence. She worked hard to build a feeling of worth and to develop personality traits which would make them acceptable to employers. The training offered was in four phases--homemaker's aide, food service (training in Colorado State University dormitory facilities), child care, nurses' helpers. All had some phase of employment during the summer.

Manual and North High Schools continued their program for special needs youth. This program is offered in the tenth through twelfth grades for youth who without it might not complete high school, and to prepare them for job entry level. The seniors completed their training with intensive work experience---Fountain Work-Lunch Counter: Housekeeper Aides. The enrollment in both programs was 62.

Technical

None

Trade And Industrial

The objectives for persons with special needs must of necessity be flexible, as the needs for service and the numbers of persons involved are subject to constant change. The trade and industrial education program for persons with special needs was expanded to include baking and piano tuning at the Colorado School for the Deaf and Blind, and the program at Emily Griffith Opportunity School was expanded to include clothing and refinishing in addition to bench assembly, which has been offered previously.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	6,795,327	2,447,258	849,065	3,449,004
Total for Persons with Special Needs	267,322	79,979	49,219	138,124

CONNECTICUT

Introduction

In addition to four Occupational Training Centers at Bridgeport, Hartford, Danbury, and Norwalk, it is anticipated that there will be expansion in two other cities. This expansion will reflect the need for approximately 15 to 20 additional staff members.

The State Consulting Committee is expected to assist in identifying programs for which special needs may develop. All programs developed will be related to manpower needs and to opportunities in the job market. It is also planned to further expand the cooperative work-experience program in many of the public high schools throughout the State. This will also require additional coordinators and related teaching personnel. Plans for equipping the two new Occupational Centers will probably mean the expenditure of approximately $200,000. The total cost of these two facilities will be approximately $400,000.

In addition to the planned Occupational Training Centers, there will be an increase in occupational training programs in the local high school districts. Expanded activities will involve more school-alienated youth, the socially, emotionally, and economically disadvantaged, the mentally and physically handicapped, and many who are confined to institutions.

It is anticipated that specific occupational laboratories for special needs students will be developed in at least 20 additional communities during the fiscal year 1968. Training needs seem to be indicated in the following fields:

Business and Office Occupations
Food Services
Health Services
Vocational Agriculture
Small Machine Operations in Manufacture (Machine Tending)
Assembly and Inspection Work in Manufacture

The development of these 30 to 35 additional occupational laboratories in 20 communities will require a minimum expenditure of $500,000 for facilities, equipment, and staff. It is assumed that part of this would be local responsibility, with the balance funded from Federal and State funds. Total estimated expenditures for persons with special needs in Connecticut for FY 1968 are $870,600, of which $170,600 will come from P.L. 88-210, $500,000 from the State, and $200,000 from local communities.

Cooperation with Other Agencies

In the absence of funds for work-study programs, plans have been made to work cooperatively with the Office of Economic Opportunity and the Department of Labor for this kind of activity. Extensive cooperation is also planned for working with Vocational Rehabilitation, Special Education, Elementary and Secondary Education Act, and the State Employment Service.

Occupational Areas

Specific data in the occupational services is not presented here, but plans involve programs to be served by:

Trades and Industry(Cook-helper, baker, maintenance man)
Vocational Agriculture--Agri-business --Off-farm Occupations
Office Occupations - General Clerical, supply worker
Distributive Education--grocery checker, cashier, hostess, salesperson, stock clerk, waitress
Health Occupations - Nurse's Aides, orderlies
Psychiatric Aides, social service aides, records clerks, etc.
Home Economics - housekeeper, cook-helper, laundress

Agriculture

An occupational center has been developed at the Vocational Arts Center at Norwalk to provide programs in horticulture for alienated youth who need job-entry skills. This include greenhouse operation to serve girls 16 years of age and up who have been institutionalized. Two regional centers are carrying out programs for mentally retarded educables to determine what agriculture skills are most suitable for them.

Business and Office Education

A program for students who have dropped out of school, or who have been identified as potential dropouts is being conducted at the Norwalk Vocational Arts Center, with a new staff member added for office occupations. The enrollment increased from 94 in 1966 to 128 in 1967. There is also a new program at the American School for the Deaf in Office Occupations. This program is available for students from other New England states. Training includes: tapewriting machines, magnetic or perforated; addressing machines; embossing machines; electric or manual typewriting; adding and calculating machines; bookkeeping and accounting machines; and card punch machines.

Distributive Education

The center for Vocational Arts in Norwalk has instituted an experimental program in Distributive Education for school alienated youth who are dropouts or potential dropouts. Twenty students have performed satisfactorily to date and remained in school to receive high school diplomas in 1967.

Health Education

Persons with special needs were served by programs leading to employment in health services in two centers during the year. Disadvantaged youth were provided with training as nurse's aides, male orderlies, and for housekeeping maintenance duties, etc.

Home Economics

Teachers in this area have for many years studied the special needs of the physically handicapped, mentally retarded, emotionally disturbed, slow-learners, as well as those with environmental handicaps. Findings of research studies have been used for individualizing instruction and concept teaching.

Trade and Industrial

The addition of a full-time consultant on the State staff, with principal responsibility for developing programs for persons with special needs, has made it possible to initiate new programs for these students. This development was possible with the cooperation of local school authorities.

Program Objectives Achieved:

A special program involving approximately 114 potential dropouts was organized under 4c with the cooperation of the Vocational Division in the city of Norwalk, known as the Vocational Arts Center. A number of programs involving cooperative work-experience as the central core are being planned in some of the high schools to prevent dropouts.

Manpower Development and Training completed a massive training effort for the Electric Boat Company. During the past year 3,000 trainees participated in programs most of which were conducted in the State operated Vocation-Technical Schools. Almost 7,000 people were enrolled in trade and industrial extension programs. And of the 16,681 Institute people served as mentioned in item three, 15,085 of these were enrolled in extension.

Programs were established with the American School for the Deaf, the Mansfield State Training School and the Danbury Prison Inmates to provide for occupational training. A number of students with special needs are involved in the work-study program as indicated in the next paragraph. The

M. D. T. A. offered special basic education programs for adults preparatory for occupational training as part of the continuing program. Many vocational programs have enrolled students with special needs but have not been identified as such.

During the school year, the available work study funds were distributed to more than 300 young men and women in 16 local school districts and through State operated Vocational-Technical Schools. Plans were completed to provide the work study program for an additional 375 students during the summer months.

In a State in which 80,000 people receive financial help from the State Welfare Department, it has been difficult to spread the limited funds which were available and create a great impact on the serious problems faced by children whose parents were unemployed or desperately poor. In general, the youngsters identified for work study aid were in those school districts in which the incidence of welfare aid was the greatest. With the limited funds available, more than 400 youngsters were enabled to continue their vocational education. This would not have been possible without the availability of work study funds.

The Division of Vocational Education cooperated with non-educational agencies such as Community Progress, Jail Administration, the Welfare Department, Community Action Groups to develop specialized training programs for youths and adults with special needs such as the inmates at the Hartford Jail, and unemployed adults on Welfare. These pilot programs hold great promise for restoration of human dignity and economic worth.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for All Vocational Education	28,866,748	2,721,748	21,500,000	4,645,000
Total for Person with Special Needs	870,600	170,600	500,000	200,000

DELAWARE

Administrative

The importance of Vocational Education for persons with Special Needs is shown in the reorganization of the Department of Public Instruction for the State of Delaware. Five functional areas comprise the Division of Vocational Education:

1. General Services
2. Secondary Education
3. Adult and continuing Education
4. Special needs (work study, drop outs, orphans, veterans, migrants, handicapped)
5. Occupational Information and Career Services (Curriculum career opportunities, evaluation and follow-up)

Occupational Areas

Distributive Education--In order to meet the needs of adults, a state wide study was conducted informally by the teacher-coordinators. It was decided that persons with the greatest need were those competing in the employment market who had not completed high school. As a result, it was proposed that Distributive Education be included in the curriculum of the James Groves High School. The proposal was accepted and the program was begun in the fall of 1966.

Home Economics

In a majority of schools there are not separate home economics classes for persons with special needs. These students are given individual attention within the regular class. However, there were ten classes in local districts for special education and individual progress students.

Additional programs for this classification were conducted at various state institutions. In schools for the traininable mentally retarded the fifteen to twenty-one year olds, male and female, receive training in homemaking skills. Each school has a completely furnished apartment so students can learn bed making, laundry procedures, care of the bathroom, simple meal preparation and other procedures in realistic situations. The objective of this program is to enable the students to make some contribution to their home and family.

The home economics program in the state school for delinquent girls is two-fold, it trains for homemaking and for gainful employment. The state supervisor is a consultant for the program and also serves on the Advisory Committee to the Youth Services Commission which operates all state delinquent youth facilities. A third type of institution providing home economics education is one for emotionally disturbed children operated by the State Department of Mental Health. Home economics classes are held in the third through tenth grade levels.

Trades and Industry

Programs related to career services--The objectives for the Kent Center the Sussex Center and the H. Fletcher Brown Technical High School were met with programs not only for the graduate but for the dropout. As an example, the Kent Center ran programs for this type student in the following areas: printing, drafting and design, data processing, electronics, radio and television, electrician apprentice, electrical construction, building trades, auto mechanics and welding. Approximately 300 participated.

Many persons, already having entered the labor market, in the three counties, participated in evening school programs at Brown, Kent and Sussex.

Innovative Programs

Delaware has an interesting program for persons with special needs known as SWEP (Students Work Experience Program). Thirty boys are enrolled in a special program which combines remedial instruction, related occupational information and work experience in the 7th and 8th grades. The boys are all potential drop-outs, 13 to 15 years. The aim of the program is retention in school while remedying computation and communication skills, developing good work habits and some elementary occupational skills with some work experience.

The community is involved through an advisory committee which includes members from business and industry, vocational education, labor unions, the public employment service, and other organizations and parents. Employers are urged to take these youth on entry level jobs and to pay them wages for part-time work, developing them into full-time workers upon completion of remedial and related programs in school.

Delaware also has programs in correctional institutions for girls where vocational instruction is combined with a rehabilitation program. Vocational education funds are used for the direction of the program, for subject matter instructors while a case-worker and ancillary services are provided by vocational rehabilitation funds. When the training plan has advanced far enough, arrangements will be made for some of the inmates to be let out during the day for work, coming back to the institution to live at night.

Another exemplary program is planned for potential drop-outs. This is a special work program for mentally retarded students involving strong guidance counseling, special teaching methods and small classes with special equipment. It is funded jointly by vocational education and special education money. The work is in the field of custodial and maintenance occupations in work stations operated by local and nearby school systems. It is now in operation on a limited basis in De La Warr, near Wilmington.

Research

The Delaware Occupational Research Coordinating Unit, under the State Board for Vocational-Technical Education, has produced a series of five resource papers about the disadvantaged. These papers, with biblographies and references, make excellent source materials for program developers, coordinators, supervisors, teachers, counselors and others working on Vocational Education for persons with special needs. The following titles are of special interest:

#1. Rehabilitating The Disadvantaged: A Review of The Literature--
Raymond A. Ehrle

Topics:

Where are the Disadvantaged?
Genesis in Problem Families
Verbal and Intellectual Disability
Inadequate Motivation and Work Value Orientation
Need for Immediate Gratification
Treatment: Work Therapy
    Training and Placement
    Group Counsiling and Therapy
    Phychodrama

#2. Cultural Methods and Activities Needed To Overcome Inadequacies of Children who are Culturally Different -- Ruth M. Laws

Topics:

Methods and Activities
A Study of the Community
A Realistic Curriculum
Research Related to the Culturally Different
Research Relevant to Teaching Communication Skills
Seven Modelities of Behavior Modification
Early Education Experiences
Promising Practices in Educational Organization
The Teacher is the Key

#3. Developing Counseling and Placement Services for Psychologically Disadvantaged Youth -- Raymond A. Ehrle

Topics:

Seven Modalities of Behavior Modification
The Middle Class Family as Instruments of Behavior Change
Psychologically Disadvantaged Youth
The Role of Counseling and Placement

#4. Goals of Adult Basic Education Based On The Needs Theory -- Ruth M. Laws

Topics:

Identification of Needs
Frustration Aggression Hypothesis
Goals of Adult Basic Education

#5. A Summary of Major points in Developing Programs for Persons with Special Needs

Topics:

Characteristics of Persons with Special Needs
Provisions of the Vocational Education Act of 1963
Relating to Persons with Special Needs

This collection of resource papers on Persons with Special Needs has been disseminated by the Delaware Research Coordinating Unit. It was included in the Fact Book because of its usefulness to teachers of Vocational Education for persons with special needs.

Research

A research proposal developed earlier was funded for a Teacher's Institute on Low Achieving Disadvantaged Junior High School Youth. The institute was conducted cooperatively by the Vocational Division and the Reading Study Center of the University of Delaware. It had four major purposes: (1) to orient teachers to the needs and problems of the disadvantaged; (2) to demonstrate to teachers methods of remediation; (3) to develop occupational materials of high interest level and low reading level to disadvantaged youth as a means of motivation; and (4) to provide remediation, motivation and culturally enriching experiences for the class of sixteen disadvantaged youth. In this workshop, through experimentation in teaching low achieving disadvantaged junior high school youth, a series of conclusions were drawn which would promote better teaching methods and delineate the role of the vocational teacher in providing remediation and employing motivational devices to increase the schools holding power.

In addition, ten occupational booklets were developed and tested with the junior high school demonstration class. Those booklets have been received by the U. S. Office of Education and plans are being developed for reproduction and use with both junior high school youth and in manpower programs for low achievers.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for All Vocational Education	1,917,155	580,985	1,256,170	80,000
Total for Persons with Special Needs	40,000	20,000	20,000	--

DISTRICT OF COLUMBIA

Introduction

In the District of Columbia, responsibility for the development of programs in Vocational Education for Persons with Special Needs has been delegated to the Director of Industrial and Adult Education on a part-time basis.

Significant Activities

I. Programmed Instruction:

The Center for Adult Learning Laboratory, housed in the Library of the Armstrong Adult Education Center, opened to students October 2, 1967.

Dubbed Project CALL 629-2822 (Center for Adult Learning Laboratory, followed by the telephone number for Armstrong Adult Education Center), the Laboratory operates fourteen hours a day from 8:30 A.M. to 10:30 P.M.

The general aim of Project CALL is to provide adults an opportunity to study at their own convenience the courses they need for advancement or personal improvement by using programmed instruction.

The staff includes 4 coordinators working full time, 1 coordinator working part time, and a supervisor --- the education specialist of the Adult Basic Education Program. Three of the four coordinators were teachers in Project Interchange with NEA at the Job Corps Conservation Center at Blackwell, Wisconsin during the school year 1966-67.

Eighty-five persons have registered in Project CALL. Of this number, 25 are enrolled in the MDT program; and 25 have been referred to the laboratory from WTOC classes at Armstrong Adult Education Center.

The instructional materials used in the laboratory are programmed. They were recommended by Dr. Edward T. Brown, who established the fundamental learning labortories in North Carolina. In addition to using programmed materials, Project CALL students receive individualized instruction and tutoring in the basic subjects from the coordinators.

Programs offered in Project CALL include coverage in broad subject areas as (1) Reading and Language, (2) Mathematics, (3) Social Studies, (4) Science, (5) Foreign Languages, and (6) Academic Skills -- how to study; how to use maps.

A strong component in Project CALL is the counseling and guidance effort. The world of work, consumer education, personal and family living, civic education, and human relations are greatly emphasized in the Basic Education segment of the program.

Project CALL is under the general administration of the Department of Industrial and Adult Education and the immediate administration of the Principal, Armstrong Adult Education Center.

II. Remedial Teaching and Tutorial Services

Qualified full-time teachers of remedial subjects are faculty members at three of the four vocational high schools, and at the Armstrong Adult Education Center. Communication skills improvement receive heavy emphasis. Students who are academically retarded three or more years below their appropriate grade level are assigned to special math and communication skills classes which enable them to advance in their vocational training programs. All schools offer extensive extra-curricular tutoring services in addition to the scheduled remedial classes.

Approximately 800 part-time adult students are served with courses, principally in the category of Home Economics, designed for the preparatory and supplementary training of the disadvantaged, such as the physically and emotionally handicapped and the economically and socially disadvantaged. Most of these programs are located in community centers, settlement houses, a senior citizen center, and a home for pregnant girls.

Completion of an additional facility at the Chamberlain Vocational High School housing a pilot Basic Learning Laboratory, which was budgeted in FY 1967, is expected in the coming year. This pilot program will make extensive use of programmed instruction material to strengthen educationally retarded vocational high school students to the point that they can succeed in the regular classes at appropriate grade levels.

Most of these students will be simultaneously enrolled in vocational courses. This program evolved from activities initiated with funds from the Economic Opportunity Act of 1964, P.L. 88-452, for communities to mobilize resources to combat poverty through Community Action programs. As a part of the Model School Division as a Community Action participant, an English Communications Skills Laboratory was funded in the spring of 1965. This idea resulted in the first junior high school English Communications Laboratory, fully equipped with new learning stations, study skills materials, listening tapes and reading materials at the Banneker Junior High School. Nine teachers, specialists in remediation, served 450 students. Later, a similar communications laboratory was established at the Bell Vocational School, funded by the Vocational Education Act of 1963.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	2,347,506	772,678	1,574,828	-
Total for Persons with Special Needs	43,774	21,718	22,056	-

FLORIDA

Introduction

The growth of vocational programs for persons with special needs in Florida continues. In some larger counties, where vocational and general educational services have been unified and coordinated, multi-occupational programs have developed and operated.

There has been no standard pattern in the development of the special needs programs. One vocational service may be represented in one school, or in instances, two or more vocational instructional services are represented in a given school. Occupational experience or training is provided on-campus or off-campus in laboratory or shop, or by work-experience. The most distinct arrangement is the "center" as exemplified in the Manatee Area-Technical Center at Bradenton.

Perhaps another approach is developing - providing for the disadvantaged in occupational laboratories in the manner of the comprehensive school. Dade County for example, is planning programs to be placed in eight senior high schools. Provisions are also made to support programs for the mentally retarded in sheltered workshops.

The Manatee Project for mentally and educationally deprived youth 14-19 years of age provides training in a number of semi-skilled occupations. These are: domestic employment, aid to the elderly or infirm person, custodial and building maintenance man, landscape maintenance man and commercial nursery helper, service station attendant, and mechanics assistant. The basic education related to the occupations is provided in home schools for a half day.

At Manatee, vocational classes are restricted to ten students, permitting much individual attention and the use of a variety of appropriate instructional techniques. The program is conducted in close cooperation with the Employment Service, the Vocational Rehabilitation Division, the County Public Health and Welfare Department, and other county educational agencies.

The Southwest Junior High School at Melbourne has provided a coordinated program to serve the special needs group. Approximately 80 educationally retarded ninth grade students ages 14-16 have been provided with special pupil personnel services, coupled with occupational education in: home economics, auto mechanics assistant, and small engine repair, with basic educational support as needed.

Currently, plans are under way to improve the facilities for occupational training at Southwest Junior High, with the addition of a portable building to be utilized for occupational education. Plans provide for the special needs group which is moving to the tenth grade at

Melbourne High School. Thus providing vocational education in the tenth grade and retaining students until they reach the grade level at which a greater variety of vocational training opportunities will be available to them.

Consultants of the Vocational Division in Tallahassee, at the request of the administrative and instructional personnel of Southwest Junior High School, have provided assistance in the preparation of an evaluation of special needs program of the school.

The Douglas MacArthur School of Dade County, was founded to provide a special program for boys who have not been able to succeed in the regular school program. Each student assigned to this special school has a parent school, but his attendance is full-time at the "center". Progressively, the school plans to add a grade a year to become a secondary institution providing graduation at grade twelve.

The instructional program at Douglas MacArthur is heavily oriented to the values of occupational training and work. The occupational training is provided on campus, by means of shops or laboratories or on-the-job; agriculture, automotive service station attendant, building and grounds maintenance, food service, small engine mechanics and fabrication of products of wood and metal, some of which are produced for commercial purposes.

The graphics program has been broadened and more closely allied to vocational laboratory or on-the-job experience. The instruction in the graphics area includes: mechanical drawing, silk screening, photography and art.

Vocational Agriculture at Douglas MacArthur is supported by the Vocational Division and is especially oriented to meeting the needs and interests of the special needs group. Good results have been reported in animal husbandry, poultry raising, gardening, and plant care. The instructor is skillful in relating the two subjects of agriculture and science.

The school also emphasizes guidance - basic education, special education - recreation, electives in art and music. Vocational Rehabilitation personnel are reported to be on the school site to assist the students in making the proper adjustments to the world of work and society.

One of the more recent developments in the Vocational Division at Tallahassee, has been the designation of a special needs consultant from each occupational area. This group has met with the Consultant for Special Vocational Programs for the purpose of discussing an overall guide for sectional or divisional special needs program operation. Meetings will continue for planning and coordination or as needs arise.

Occupational Areas

Vocational Agriculture is expanding in special needs program participation as indicated in an increase in teacher involvement from five last year to twelve for 1967-1968. Further identification of disadvantaged students and program needs will likely increase the number of students being served by vocational agriculture.

Home Economics and Vocational Agriculture Education both have a long record of service to the disadvantaged. Recent national and state concerns for this group of youngsters has brought into sharper focus the need to identify these students and the programs being provided for them. More attention and support can now be given.

Industrial Education is increasing significantly in providing for the identified special needs group. Last year there were no units for the disadvantaged who might have need for the instruction in the Industrial Education area. At this time, it appears that more than 15 units are or will be requested.

In the area of Health Related Occupations, good results have been reported from the Manatee project. A portion of the two years instructional program for the disadvantaged has been "Care of Invalid and Infirm". The Manatee project is requesting two additional units for this area of instruction. It is felt here that further expansion and improvement will result now that there are consultants in the Division to assist local administrators and instructors in course development and planning in the health related occupations.

Junior High Work Experience Programs are undergoing continous growth. Eight counties in 1966-67 were involved in 20 programs, whereas as proposed for 1967-1968, 14 counties will be involved with approximately 50 programs. Junior High Work Experience provides occupational training in broad employment fields of wholesale trade, general merchandising, food and other retailing, automotive service, restaurant work, schools, and others.

Escambia County, jointly with the University of West Florida, is developing a proposal for a center for multi-occupational training for youths with special needs. The University of West Florida, as now planned, will conduct a survey for the Escambia school system in relation to the special needs program. It is envisioned that once the program is in operation a dual purpose will be served; to provide vocational education for youth with special needs, and to serve as a laboratory for the training of instructional personnel in teaching the disadvantaged.

Distributive Education

Presently one-fourth of the State's 67 counties are offering programs in distributive education which are adapted to persons with special needs. This is also true of office occupations to some extent where general clerical programs are in operation. All programs have certain common characteristics such as orientation to the world of work, basic and remedial instruction directly related to the students' occupational goals, improvement of personal habits and individual self-concept as well as assistance with health and economic problems.

All vocational services provide at least some programs for the disadvantaged in cooperation with other agencies such as Vocational Rehabilitation Special Education, Neighborhood Youth Corps, Title I of the Elementary and Secondary Education Act as well as with interested groups and agencies in local communities.

A consultant for special industrial education programs has been appointed on a full-time basis for the development and supervision of vocational education for persons with special needs in Florida.

The Estimate of Total Expenditures for Vocation Education in FY 1968 in Florida includes $511,361 for persons with special needs. This includes $128,851 Federal, $248,625 State and $133,875 local funding. The total estimated expenditure for the Vocational Education for FY 1968 is $31,354,171 which includes $7,354,171 Federal, $15,600,000 State and $8,400,000 local funds.

A further development of considerable significance is the planned allocation of special vocational instructional units specifically for the support of programs for the disadvantaged, providing a larger funding support base for matching Federal allocations and permitting needed program expansion.

GEORGIA

Introduction

Early in Fy 1968, a State Supervisor for Vocational Education for Persons with Special Needs was appointed. He works closely with the State Supervisor of Guidance, State Supervisors of Research and the State Supervisors of Curriculum materials in coordinating his program with other programs. He works as a consultant to State Department Heads in establishing special needs classes and is responsible to the State Director for vocational Education through the Associate State Director for Vocational Education, Leadership Services, and Guidance.

Definition

Georgia uses the following definition for persons with special needs: "Any person who needs Vocational Education and is not benefitting from existing Vocational Education programs and falls in the classification of educable mentally retarded, slow learner, underachieve, and those other classifications set forth in the guidelines of the U. S. Office of Education, September 1965."

The Occupational Areas

The Program of Projected Activities for Fy 1968 for persons with special needs is based upon the full-time activity of the State Supervisor who will work to establish a task force committee for the work with two approaches. An attempt will be made to establish a "Special Needs" program in each of the subject areas in Vocational Education. The other approach will be through the use of specially selected and prepared teachers who will be made available across all service areas without special emphasis to subject matter fields. The latter approach is hampered by a shortage of qualified Vocational Education personnel at all levels. It is estimated that 50% of enrolled students leave Georgia's public schools before they can benefit from Vocational Education under current school policies. Only 60 high schools of more than 500 in the State have enrollments large enough to support vocational education programs. Work has been initiated on a Research Coordination Project for the development of a master Plan for Vocational Education covering all of these needs adequately for the State.

Nine programs for persons with special needs have been developed in the State, all in Trades and Industry. Four hundred-seven students have been enrolled in 177 counties, 123 on the secondary level, 175 post-secondary and 109 adult.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	24,093,116	7,273,616	8,799,500	8,020,000
Total for Persons with Special Needs	187,000	92,500	74,500	20,000

HAWAII

Introduction

A considerable number of Federal and State directed programs currently are in effect to meet the needs of special interest groups who because of limited general education cannot be provided training in the regular vocational education programs. Special projects have been offered successfully to inmates of the State penal institutions through a vocational program in preparation for placement in the world of work.

The Occupational Areas

Home Economics

Waipahu High School has successfully carried out a pilot program for training Supervised Food Service Workers for two years. This course was designed for junior boys who were identified as potential dropouts and also for those with lower academic ability. A selected group of boys from the first group were enrolled for the second year program. This training designed for gainful employment, either part-time or full-time in private and public institutions, though not a bonafide reimbursed program has enabled many of the boys to qualify for paid trainee positions in food service.

General Statement

The State of Hawaii is now engaged in a study involving many States and local agencies, private citizens and interested groups, which is expected to result in a Rehabilitation Master Plan for Vocational Education for the State. This plan is expected to include vocational education for persons in the special needs category. The basic education program will be expanded to better prepare low ability groups for entry level job placement. The vocational program for potential prison parolees will be expanded to include carpentry and diesel mechanics.

The FY 1968 estimate of Total Expenditures for Vocational Education for Hawaii lists $58,723 for persons with special needs, including $29,341 Federal, $29,382 State, and no local funding. The total for all Vocational Education purposes under Vocational Education Acts is listed as $2,771,389 with $1,062,786 Federal and $1,708,603 State funding. No local funds were listed for estimated expenditures for Vocational Education in FY 1968.

The responsibility for the development and supervision of vocational education programs for persons with special needs has not been delegated to a specific individual. This is handled in the Office of the State Director of Vocational Education on a part-time basis.

IDAHO

Introduction

Many persons with special needs are being served in the current vocational education programs. The two area vocational-technical schools plan to employ a special basic education teacher on a trial basis to meet the needs of students with basic educational deficiencies. Training in occupational skills will be combined with remedial instruction to fit these people for entry level jobs in the labor market and to encourage them to continue their formal training on a long-term basis. Some voluntary instructors have been secured on a part-time basis to assist vocational teachers. Dropouts from high school are enrolled in the post-secondary schools, where they are served with remedial programs as well as vocational education and heavy doses of supportive services, including guidance.

Plans are also well under way for consolidation of school districts and for transportation facilities which will make vocational education available to everyone in isolated rural areas. Academic instruction may be given in local areas and the students may be bussed to two area vocational schools for skill training.

Occupational Areas

Short term programs are being planned for persons with special needs such as waitress, grocery checker, service station attendant, nurse's aide, and homemaking assistant.

There are two area vocational schools in Idaho. These provide vocational education for high school graduates, non-high school graduates, and persons with special needs.

Occupational advisory committees will assist in reviewing and improving current instructional materials for persons with special needs. The Home Economics Division plans to develop curricula for three new occupational units. In the areas of food processing and maintenance mechanic technology, curriculum development will be undertaken by the Occupational Research Unit at the University of Idaho

Estimated Total Expenditures for Vocational Education Purposes
Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	3,706,801	1,263,801	1,269,000	1,174,000
Total for Persons with Special Needs	10,000	5,000	--	5,000

ILLINOIS

Introduction

The continuing influx of minority group members into the cities and more densely populated areas who lack basic marketable skills and with minimal educational attainment, imposes problems. Literacy is a prerequisite for communication and arithmetical skills before vocational training can begin. Social retardation, coupled with an attitude of indifference, created by long-standing economic dependency often makes such persons non-receptive.

7657 were enrolled in continuation or other special needs classes... This was out of 36,156 students enrolled in trade and industrial classes. Twenty-five teachers were employed in the division of special needs. Of this number, 21 were employed as part-time teachers. Within the Division of Vocational and Technical Education in the Program Services Unit, there are consultants for persons with special needs.

Program Expansion

The public schools, working in close cooperation with public, quasi-public and private agencies, welfare groups, neighborhood youth centers, and minority group representatives have sought to formulate and implement plans which would serve persons with special needs. Vocational education for these people has included pre-apprenticeship experiences in the area of iron working, electricity and pipefitting, and training for women in cosmetology.

Special pre-vocational courses for over-age under-achievers of limited educational capacity have been made available to boys and girls at the Drake Vocational Guidance and Education Center in auto mechanics, electric shop, sewing and tailoring. The aim is to offer basic skills in these occupational fields which will make the students employable in single skill entry jobs, while working intensively on academic remediation.

Among the programs being reorganized in accordance with the new State Plan are: "on-the-job training," especially directed toward gainful employment, which includes the "interrelated," "supervised job training," and "work-study" program. Also a number experimental programs such as the "diversified metals" classes designed for all of the above who may have academic, socio-economic or other handicaps that might prevent them from succeeding in a regular vocational education program. These are exploratory and pre-vocational.

Experimental programs were operated in nine school systems encompassing 1,499 students with special needs. The level of enrollment for these students varied from elementary school over-age under-achievers to 12th grade drop-outs who were reenrolled in a part-time work experience program in order to complete their high school graduation requirements.

The majority of these students were enrolled in work experience programs. Two effective sheltered work shop programs provided an in-school program to prepare disadvantaged youngsters for entry into low skilled jobs for further training. Both of these programs utilized a basic learning center in conjunction with the occupational laboratory.

Occupational Areas

In the area of special needs, much yet is to be done in the office education field. Only one program in the Chicago area was developed this year in this area of training. It is felt that there were many enrollees involved in the regular programs, particularly at the adult level, who might do better under this purpose if programs and staff were available.

In Home Economics Related Occupations classes for persons with special needs were not organized as such; however, many enrollees receiving occupational training had special needs. Carbondale Community High School planned a cooperative class to be started next year for girls with special needs. These girls had been placed in "adjusted" Homemaking I and II classes as freshmen and sophomores. They received help from the school's sociologist, guidance counselors, special education director, and homemaking teacher. These homemaking courses were planned to prepare them for entering gainful employment class as juniors.

In Homemaking many teachers reported working with Educable Mentally Handicapped students but not in special classes. Seven teachers reported having special sections for E.M.H. (Educable Mentally Handicapped) students.

One of the State goals was to increase understanding of low-income families and to meet some needs of students from such families. State supervisors participated in two regional conferences in the State on working with Low-Income Families.

The Home Economics teachers taught classes to Public Aid recipients, taught head Start groups and cooperated with other Community Action Programs, contributed materials to Community Action Groups organizing a preschool program, served on committees, American Field Service, and Community Action Programs, worked with Child Welfare Agency, Family Service, and Catholic Charities to obtain help for individuals.

At the University of Illinois, a pilot study (adult education in homemaking for mothers on public aid, with volunteer home economists as teachers) is in progress. A project proposal has been prepared to develop a curriculum guide in parent and consumer education for functionally illiterate adults.

The special needs area has received less specific attention in technical education development than any other area. Although most of the junior colleges provide some means by which persons with inadequate preparation to enter technical programs can take remedial work, there has been no real effort made to expand such opportunities and to recruit students who need this special help.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	39,052,000	10,707,049	7,700,000	20,644,951
Total for Persons with Special Needs	905,000	452,500	--	452,500

INDIANA

Introduction

The program of occupational training is designed for students enrolled in a public secondary school who have academic, socio-economic, or other handicaps preventing them from succeeding in regular on-going programs of vocational education. The program consists of a combination curriculum, academic and practical vocational experience developed to fit the level of the students concerned and directed toward the preparation of these young people for entry jobs in business or industry. The jobs for which they are trained are almost exclusively at the helper-level.

Criteria for Selecting Students for Program

1. Must be 16 years of age or over and who has been identified by trained guidance counselors as not being qualified for enrollment in any of the regular skilled or technical occupations normally offered by public school vocational education programs.

2. Students with low ability in communication skills.

3. Students who are irregular in attendance and who in general seem to have no interest in school and its traditional offerings.

4. Students who are members of families in low income brackets or long time recipients of welfare payments.

5. Those who have failed several courses in the traditional curriculum offerings but who possess average or above ability.

6. Low - or under - achievers - retarded one or more grades and are potential drop-outs.

The Program as Now Operated

Academic Phase

The academic phase of the program is sufficiently flexible to be presented on the achievement level of the student. Students with handicaps on communication and mathematics skills are given remedial instruction in these areas. This phase of the program is closely related to the occupational skills required on the job.

Occupational Training Phase

This is a cooperative type program, with the students attending school in the mornings and working on a job in the afternoon. It should be emphasized again that the jobs on which these students are employed are at the helper-level. There are, nevertheless, jobs on which the students after leaving school can earn a livelihood.

Programs of this type are currently being conducted in Evansville, with six sections, and in Berne, with one section and are reimbursed from Federal funds.

A recent visit to one of these sections in Evansville brought attention to a few significant points.

- In a class of 19 students, 18 were working and had been since initial employment. A spot check of several employers indicated that each employer was very well pleased with his student and hoped to be able to retain him on a full-time basis when he left school.

- The coordinator had encouraged each employed student to save a portion of his pay check - for a worthwhile purpose - and once enough money had been accumulated to draw it out and buy the object in question - and then to set another goal. A personal examination of each student's passbook (at their urgent insistence) revealed that each one had made a substantial savings.

- The most significant point was that in every case where one of the students was employed, he was the sole wage earner in his - or - her family!

Occupational Areas

Agriculture

Plans are underway to better prepare teachers for instruction regarding this group.

Home Economics

Programs meeting the needs of disadvantaged and low-income youth and families is one way home economics is attempting to work with special needs. The supervisory staff cooperated with the Indiana Home Economics Association in having district meetings for teachers to help them in working with the disadvantaged and low-income groups.

Teachers replied on the Annual Report that they worked with disadvantaged and low-income families in numerous ways. Most of the teachers reporting were in the southeast and southwest districts.

Sixty schools reported major emphasis in helping students from low-income families with food needs. Experiences included using government commodities, left over foods, meat extenders, dried milk, low cost and nutritious meals,and food preservation.

Approximately forty teachers reported a greater emphasis last year on money management, housekeeping and furniture repair. Three home economics departments provided after-school jobs for students. Two schools provided a register of available local after-school jobs such as housecleaning, babysitting, and ironing.

Thirty-six teachers stated that emphasis was placed on alteration, mending, care and wise selection of clothing, rather than the usual construction of new garments. Several mentioned that charitable agencies bought material for dresses for needy girls.

Ten teachers reported cleanliness and grooming was being stressed to help individual students become more acceptable to the student body.

Rochester High School offered a general homemaking course for freshman girls of limited ability. The course serves as an orientation background for Homemaking II for this group for the coming year. Emphasis in the second course will be on employment skills, largely as housekeeping aides. Limited work experience will be given. A few additional schools are contemplating such a course.

Trade and Industrial Education

One local school district participated in a program for persons with special needs. A total of 113 students of 80 I.Q. and below were enrolled in six classes. Nearly all of these students were employed on a co-op basis in a wide variety of jobs mostly at the helper level. The program is identified as the P.V.E. program - Practical Vocational Experience. This program was reimbursed from Federal funds.

Vocational and technical school facilities that have been constructed will serve persons with special needs in Business and Office Education. These facilities are other than the area vocational education schools constructed under the Vocational Education Act of 1963.

Status of Vocational Programs

Home Economics

Because of the urgency felt in continuing to interpret and promote occupational programs and to work with disadvantaged and low-income youth and families, the State supervisory staff and the Indiana Home Economics Association jointly conducted one day meetings in each of the four districts of the State during 1965-66. Approximately 300 teachers participated in the four district meetings.

Research and Studies

Several teachers doing graduate work involving research have made studies concerning the education of the socio-economically deprived:

The Culturally Deprived Child
Guidance as a Compensatory Factor in the Education of the Culturally Deprived
Project on Low-Income Families
Administration of Public Welfare Services in Indiana to Promote Family Conservation and Rehabilitation

A laboratory school which draws pupils from a cross-section of socio-economic levels is available for pilot projects involving home economics areas. The laboratory school is a district public school of the Vigo County School Corporation; however, it is staffed by college faculty members and is owned, maintained and administered by the college. It has approximately 750 students. Special classes for physically handicapped children, emotionally handicapped children, and mentally retarded children and adolescents are maintained. A pilot study with drop-outs was carried on at the laboratory school. Methods students participated in this program.

Efforts are underway at present for a cooperative program for persons with special needs, utilizing the resources of the Divisions of Vocational Education, Special Education and Vocational Rehabilitation. This will provide training for a greater number of persons with special needs with occupational objectives.

Action Plans

1. Become more sensitive to the needs and problems of individuals and families with low incomes by:

   a. Reading current publications, newspapers, and professional magazines
   b. Seeing films (in study groups) such as "Superfluous People" by CBS; "Children Without" by NEA; and "Captive" by a religious organization.

2. Become familiar with the services and programs of agencies who serve low-income and disadvantaged families.

3. Provide experiences for students, which contribute to the needs of youth and adults in low-income and disadvantaged families.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for All Vocational Education	14,688,589	6,541,414	2,613,884	5,533,291
Total for Persons with Special Needs	306,000	153,000	55,480	97,520

IOWA

Introduction

A new staff member now has full-time responsibility for secondary and merged area school education programs for persons who have academic, socioeconomic, or other handicaps. and to evaluate job adjustments of persons with special needs in order to strengthen vocational and technical education for these people.

Iowa has continued to make gains in improving vocational and technical education for persons with special needs by:

(a) Providing additional opportunities for secondary and merged area school educational programs as advocated by new state legislation.
(b) Interpreting, more adequately, the handicapping areas of persons with special needs.
(c) Evaluating job adjustment of persons with special needs in order to strengthen vocational and technical education areas for more adequate pre-vocational and/or vocational preparation.
(d) Providing institutes for professional personnel for improved structure of educational programs for persons with special needs.

Occupational Areas

In FY 1968 Iowa plans to operate vocational education programs for persons with special needs in the following occupational areas:

Trades and Industry	27 Programs
Home Economics	9 Programs

Agriculture

Some local vocational agriculture programs will be adapted to include training for boys without farm backgrounds for employment in agri-business industry.

Health Occupations

In health occupations, cooperation with the vocational rehabilitation and social welfare will continue.

Trades and Industry

With the rapid expansion of Iowa's trade and industrial and technical education programs in the newly formed area schools, programs for persons with special needs will continue to be developed. The sub-curricula approach will be used. For example, auto mechanics would be divided into sub-curricula, such as service station attendants, service station mechanics, and auto mechanics. Programs for CY 1968 are emphasizing the cluster approach.

A consultant served on an Iowa Home Economics Association Committee to plan and conduct a State-wide workshop on working with low-income families. This conference was sponsored by the Iowa Home Economics Association, and attended by approximately two hundred (200) individuals.

One high school has initiated a three-year program for girls considered to be disadvantaged or potential high school drop-outs. The course is designed to introduce girls to at least four vocations related to four areas of home economics and to provide opportunity for part-time employment in one of these areas during the senior year. Eleven girls were enrolled in its initial year. Two new classes in the school are planned for 1967-68.

Teachers are being trained to teach at any socio-economic level. The program at Iowa State University gave student teachers opportunities to work with low-income groups in such projects as helping them with buymanship problems and with using the commodity foods provided through the Welfare Department.

Included in a Summer Session for homemaking teachers who are already employed is "Teaching the Special Student", a two credit course. The course, taught at Iowa State University, includes principles, procedures and materials for use in teaching and counseling the special student (mentally handicapped) in homemaking education; and field trips to selected centers.

One of the research projects being conducted under Section 4c at Iowa State University is concerned with persons having special needs.

Vocational Education Project No. 9.

Title: Pilot Study of Employment-Oriented Courses in Home Economics for
Academically Retarded
Leader: Alberta D. Hill

Purposes of the project include:

1. Development of curriculum plans and materials for the educable mentally retarded student.

2. Evaluation of the effectiveness of certain teaching methods to be used with mentally retarded. The curricular suggestions developed will be focused on the following major goals:

a. Support and supplement the instructions given in the "core program" which is designed to develop habits, skills, and attitudes needed for independent living.
b. Provide special training for developing ability to carry out homemaking tasks.
c. Prepare students for wage earning jobs.

An extensive review of literature related to education of mentally and academically retarded has been made. Reference materials such as curriculum guides not available through the library have been ordered.

Office Education

Two series of area in-service programs for teacher-coordinators of vocational office education and distributive education will be held in addition to the summer conference for all personnel. A survey will be made to determine the number of persons with special needs who are being served in the distributive education and office education programs.

During the current fiscal year, emphasis will center on the following areas to encourage new programs for persons with special needs:

a. Continue to determine the extent to which persons with special needs are identified.
b. To determine what plans have been made for vocational training of these persons through special programs or through existing vocational programs.
c. To continue to develop a conceptual model designed in developing instruction and work orientation related to the needs and capabilities of persons with special needs.
d. To continue to encourage, within each occupational service area, the development of specially structured curricula to meet the needs of persons with special needs.
e. To provide programming for persons with special needs representative of various organizational school levels in Iowa, i.e., local, district, county, and multi-county sponsored.
f. To promote in-service training for guidance counselors, improving guidance services for the handicapped student.

Working with Other Agencies and Services

Vocational programs for persons with special needs require acceptance by other public educational programs. This indicates a need for the utilization of existing facilities, staff and equipment which may be modified or restructured to serve all student enrollment. The acceptance of persons with special needs as students in any educational structure calls for approaches such as:

a. Integrated educational experiences
b. Specialized curriculum approaches
c. Standard curriculum areas modified
d. Opportunities to enroll in regular vocational programs when progress and adjustment indicates.

Vocational Rehabilitation

Cooperation with vocational rehabilitation will continue, and as new programs are developed, students referred by vocational rehabilitation will be enrolled in the programs, rather than being sent out of the State for training.

Guidance

Increased emphasis will be given to the development of an awareness of occupational opportunities, in choosing from alternatives commensurate with their interests, aptitudes and ability; in developing occupational competencies; and in gaining a position as a productive individual in today's dynamic economy and democratic social structure.

Estimated Total Expenditures for Vocational Education Purposes
Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for All Vocational Education	27,543,569	4,950,434	13,270,000	9,323,135
Total for Persons with Special needs	175,000	75,000	--	100,000

KANSAS

Introduction

Stress has been placed on the development of programs for persons with special needs. Concentration of such programs was placed in the Wichita and Kansas City areas and adjacent communities. It is in these areas, the greatest numbers of socially and economically deprived persons are found. A program was operated again in Kansas City under the Manpower Development and Training Act to provide counseling services and basic education needed by individuals prior to beginning of occupational training available in the existing vocational programs. A similar program began operation in Wichita. It has been difficult to stimulate local directors' interest in programs for persons with special needs, in the face of the many pressing staff and budget problems already confronting the local school administrator in maintaining the existing and more traditional programs. Some argue that such programs are the responsibility of the Vocational Rehabilitation Division rather than the direct responsibility of vocational-technical education. However, Section 4(a)4 of P.L 88-210 clearly states the responsibility of vocational education for persons with special needs. Some progress is being made, however, in the development of programs in the area vocational-technical schools geared specifically to the needs of the socially, economic deprived individuals.

Administration and Supervision - The State of Kansas does not have a specified person responsible for the supervision of Vocational Education for Persons with Special Needs. These duties are now performed by the State Director for Vocational Education.

Occupational Areas

Home Economics - State staff members attended the conference on "Working with Low-Income Families," sponsored by the Kansas Home Ecomics Association at Kansas State University. One supervisor served on the planning committee and made a presentation about contributions vocational education is making to programs for low-income families.

Classes for adults in Pine Ridge Manor will be continued to meet the needs of the economically deprived. Plans have been made to offer classes for adults in the areas served by the North Topeka day-care center which opened May 1, 1966. Agencies cooperating in this project are Shawnee County Extension Service, Social Welfare, and Vocational Education. It appears there will be opportunity and enrollment for one clothing class. This project, which was begun through the Office of Economic Opportunity, specified this type of adult education as a special need.

Industrial and Trade Education - This office is working with the Kansas Department of Labor and the Bureau of Apprenticeship and Training to promote and develop related instruction for apprentices. This office maintains a close working relationship with the Kansas penal institutions in assisting them with upgrading teachers, organizing training records.

The State of Kansas lists 111 programs for persons with special needs, all in the Trade and Industrial Occupations Area. These programs are scattered in 21 counties. Within the Kansas State system of Area vocational-technical schools, there are no specific programs for persons with special needs. Program enrollments are open to any person.

The trade and industrial staff has worked with the State Department of Social Welfare in promoting and presenting adult trade preparatory classes for welfare recipients. The program has proved highly successful in several counties of the State. A large number of welfare recipients have gained employment as a result of the program.

To more nearly meet the needs of all students, the trade and industrial education office is encouraging local schools to experiment with programs that will serve the needs of low-ability individuals and students with social and economic problems.

Area vocational-technical schools are providing trade and industrial education to rural communities and are making programs available to rural youths. These young people do not plan to return to the farm, but will migrate to the urban areas to seek employment in industry.

Distributive Education - The supervisor made a study covering disadvantaged youth enrolled in the regular DE cooperative programs in Fiscal Year, 1966. Coordinators sent lists of disadvantaged students to the State office. They reported 13 types of disadvantages, covering 165 students in 75 percent of the programs. Over 75 percent of the disadvantages were socioeconomic or educational.

The DE staff recognizes that more programs for special groups need to be provided and that cooperation between special educators and vocational education needs to be stimulated in order to promote new programs for special groups.

Health Occupations - Nurse's aide classes for nursing home personnel will be explored and hopefully started.

Planning Ahead

In general, extensive plans have been perfected for planning and operating exemplary and innovative vocational education programs in FY 1968, which will broaden occupational aspirations and opportunities for youths who have academic, socioeconomic or other handicaps with funds expected from HR 8525 which would amend the Vocational Education Act of 1963. The immediate problem appears to be the securing of cooperation of agencies such as Vocational Rehabilitation, Special Education, Department of Labor and Office of Economic Opportuntiy programs which might better serve the vocational education needs of persons with special needs through the pooling of resources. This will be the major effort of new activity in this area in Kansas in 1968.

Estimated Total Expenditures for Vocational Education Purposes
Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for All Vocational Education	10,737,734	3,267,181	1,942,925	5,587,787
Total for Persons with Special Needs	50,000	17,500	8,000	24,500

KENTUCKY

A full-time Supervisor--Programs for Persons with Special Needs was employed by the Bureau of Vocational Education, State Department of Education, July 1, 1966.

A national seminar for supervisors and teacher educators of teachers of persons with special needs was held at the University of Kentucky, June 12-23, 1967. The guidelines and project reports from this seminar will be disseminated in the summer of 1968.

A pilot project in occupational training for youth with special needs in Northern Kentucky is moving into its operational phase. A facility to house the training center has been secured, equipped, and named the Occupational Training Center. One of the two teachers employed for the project attended a summer session at the University of Kentucky for special training under a WHAS scholarship. The project is a joint activity conceived and planned by representatives of the Covington Board of Education, the Bureau of Vocational Education, the Bureau of Rehabilitation Services, the State Department of Mental Health, and the Kentucky Research Coordinating Unit.

A three-year demonstration project to provide a vocationally oriented program for youth with special needs in Fayette County schools has been initiated. The Supervisor--Persons with Special Needs, representing the Bureau of Vocational Education, cooperated with the Fayette County schools; Division of Special Education, College of Education, University of Kentucky; and the Kentucky Research Coodinating Unit for Vocational Education, and designed the program that was accepted as a part of Region IV B, ESEA Title III Project.

Agricultural Education

A committee of supervisors is working to integrate instruction for persons with special needs in the regular ongoing vocational agriculture program.

A pilot project for vocational agriculture of boys with special needs has been initiated in the Fleming County High School.

Kentucky started in February, 1966, six APA Farmer, General classes in six counties. These classes are 36 weeks in length. Twenty low-income farmers are enrolled in each class. These classes are conducted in cooperation with the Economic Development Administration with Vocational Agriculture providing the facilities and instruction.

Business and Office Education

In-service training sessions for business and office teachers were held in four sections of the state with 205 teachers participating. These sessions were arranged to help the teachers identify youth with special needs and to explore ways of training them in business and office programs.

Distributive Education

Two sessions of seminars were held to help teachers identify youth with special needs. One was for pre-service teachers, the other for in-service teachers.

Health Occupations Education

A curriculum for a nurse aide training program was developed for the Men's Reformatory, Department of Corrections.

Course outlines in the areas of personal health and grooming and nutrition were developed for the Women's Reformatory, Department of Corrections.

Home Economics Education

Following the passage of the 1963 Vocational Act, home economics in Kentucky has given special emphasis to working with persons with special needs. This resumé includes activities from July 1, 1965, through November, 1967.

Publication

A pamphlet, "Hints for Teaching Homemakers with Special Needs," was prepared and distributed to teachers at the state conference (1966). A staff member, working with a committee of the state home economics teachers organization, prepared this bulletin to give home economics teachers some suggestions and guides for providing homemaking instruction for out-of-school youth and adults with special needs.

Enrollment - 1966-67

Expanded and improving home economics education for persons with special needs included 24 classes with an enrollment of 248; whereas 302 homemaking teachers reported serving 2,814 individuals with special needs in regular homemaking classes.

Instruction in homemaking for out-of-school groups included 33 classes for persons with special needs with an enrollment of 661.

Personnel

A supervisor was added to the home economics supervisory staff to work with programs for special needs groups from grades 7-12. Title I funds of the ESEA Act made possible the employment of the additional staff member.

Pilot Projects

Eight home economics teachers attended a workshop on Teaching Home Economics to Special Needs Groups at Eastern Kentucky University, Richmond, June 5-21, 1967.

The eight workshop participants are participating in pilot programs of homemaking for persons with special needs. There are nine classes with an enrollment of 146 pupils.

Low-Income Workshop

A low-income workshop, sponsored by the Kentucky Home Economics Association and held in Louisville, included representatives of the Kentucky Association of Home Economics Teachers Organization. These representatives were officers of the state teachers' organization and the district presidents

The state director of home economics served as chairman of program planning for the low-income workshop.

In-Service Activities

"Our Task in Home Economics" was the theme of the State Conference for Home Economics Teachers, August 8-11, 1967. One of the goals for the conference was: To better understand persons with special needs.

Six of the twelve district teachers organizations worked toward expanding the homemaking program for out-of-school groups.

One of the goals for the Kentucky Association of Home Economics Teachers Organization is "To improve instruction for persons with special needs."

One district organization worked toward meeting the needs of persons with special needs at the fall meeting. A representative of the state staff worked with the teachers at this meeting.

Adult Programs

Adults with special needs have had program offerings that include:

1. County-wide programs for low-income groups
2. Special emphasis to health and nutrition, family relations (Living with Our Teenagers), and altering and repairing clothing
3. Instruction for mothers of Head Start enrollees

Trade and Industrial Education

Vocational education for prisoners at LaGrange Reformatory was initiated through cooperation with the Bureau of Rehabilitation Services and the Bureau of Corrections. Plans have been finalized for construction of a vocational education facility. In the meantime, classes in auto mechanics, auto body repair, welding, building trades, and printing are in progress.

Surveys have been made, and it is anticipated that vocational education will support vocational programs in the graphic arts, woodwork, and auto body in the State School for the Deaf.

Estimated Total Expenditures for Vocational Education Purposes
Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for All Vocaltional Education	17,287,046	5,597,405	11,191,468	498,173
Total for Persons with Special Needs	410,901	155,450	155,451	100,000

LOUISIANA

Introduction

Vocational education for persons with special needs in the State of Louisiana (now serving over 1,500 students) is aimed at the improvement of each person through specialized training programs with direct emphasis on preparation for gainful employment. Persons in this category are helped in the development of standards, values, and habits which lead to responsible and mature citizenship which incorporates both personal occupational development. All means and devices, many of which are exploratory, for effective training of each person are implemented. Specifically the program in Louisiana has the following objectives:

1. Provide basic education in special classes which is occupationally oriented, including language and computing skills, and social skills.

2. Provide remedial education in special classes for specific instrution in certain subjects needed to qualify for specific vocational course offerings.

3. Provide occupational skill training for persons in correctional institutions, thus, preparing them for useful and productive citizenship on release from the institution.

4. Provide occupational skill and remedial education in certain vocational course offerings in cooperation with welfare agencies.

5. Provide training in occupationally-oriented programs for persons who have academic, socioeconomic, or other handicaps.

6. Provide occupational training for physically handicapped persons in regular vocational classes provided that such persons can profit from instruction and training.

Vocational education programs are implemented at both the secondary and post-secondary (area vocational schools) levels. The post-secondary and specific correctional institution rehabilitation programs are under the coordinatorship of a State Supervisor of Special Needs Programs. The secondary programs are more directly planned, supervised, and evaluated by the appropriate vocational service State Directors and their staffs.

Post-Secondary

At the post-secondary level persons with special needs are served by fifteen (15) programs utilizing seventeen full-time instructors in the thirty-two area vocational-technical schools. These fifteen programs have an enrollment of 451 students who are receiving basic education in reading, mathematics, language and spelling in preparation for entering into a vocational training field.

Occupational training is provided in all the vocational services except agriculture. A large percentage of these 451 students spend three hours per day in basic education and three hours in a selected vocational training program. The other students are enrolled full-time in basic education and will be enrolled in a vocational training program when they have reached the education level as determined by the vocational guidance counselor.

Close working relationships between employment security, welfare agencies and the guidance counselors of the vocational schools are maintained. Students are recruited into the program through the cooperative efforts of the above three groups. There is also a close working relationship between the special basic education teachers and the guidance counselors and the regular vocational education instructors of the schools. Counseling is an important element of this program, especially as it relates to the solution of student social problems. The regular vocational instructors serve in advisory positions in assisting teachers of special classes in tailoring the training to meet vocational objectives. The best teaching material (particular attention is given to the interest level of the students) and equipment for basic education have been provided for these classes. Definite guidelines have been set to keep every program in the State pointed in the same direction and geared to the same objectives.

Although the special basic education classes meet the same requirements for enrollment, attendance, etc., as other vocational classes in the school, they are usually smaller so that instruction can be highly individualized. The classes are flexible in that no one deficiency of a student enrolled needs to be omitted from attention of the instructor. Remarkable progress is being made by the students in the basic education phase of the program. The usual progress of students is two to four years advancement per year of this training as indicated by the California Achievement Test. This special needs program is providing the opportunity to make available vocational training to people who in the past were rejected by the vocational schools because they did not have the required basic education background. Besides the above-mention 451 students an additional 1,074 "special needs" students are being served in secondary and correctional institution rehabilitation vocational education programs.

Secondary

For the first time special needs programs are being offered at the secondary level. Four such programs in distributive education are in operation in Orleans Parish. Students are enrolled in the regular school cooperative program and are given special instruction as suited to the individuals by the teacher coordinators.

Of the 130 "special needs" students enrolled in home economics, (child care services, food services and homemaker aide) 59 are entered in a one-year homemaker's aide program for women who are eligible for subsistence under Title V of the Social Security Act. A special course and syllabus have been prepared.

The average educational level of the trainees is first or second grade. The school had to include special supplementary pre-vocational training consisting of English, reading and mathematics courses in addition to basic home economics. The course is designed to include orientation to the nature of work and desirable personal qualities for job success, basic laundry and laundry procedures, preventing home accidents and assisting with home care of the sick, food preparation and serving, care of children during mother's absence, and handling emergencies and meeting people outside the family.

Correctional Institutions

In the past, rehabilitation programs for inmates in the State's correctional institutions had been neglected. The initiation of occupational programs in these institutions has marked the first time that an organized program has been worked out to prepare inmates of these institutions for re-entry into society with some vocational training.

Four vocational training programs are in operation at Louisiana State Penitentiary. These programs are: welding with twenty enrollees, meat cutting with seventeen enrollees, electricity with seventeen enrollees, and auto mechanics with seventeen enrollees. A screening program is utilized, thus evaluating aptitudes and interests and correlating training completion relatively close to release dates. The officials at the institution are extremely proud of those programs and have indicated an interest in expanding the vocational training program to include other areas.

Plans are being formulated to start two classes at the women's correctional institution, two classes at the first offenders institution, and one class each at the juvenile homes for boys and girls.

Ancillary Services

Evaluation of Programs

Plans have been formulated for vocational-technical school counselors to prepare comprehensive follow-up studies in 1967-68 of dropouts and graduates. A significant number of students involved in the follow-up studies will be those in the special needs categories.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	16,067,361	5,596,361	1,471,000	9,000,000
Total for Persons with Special Needs	315,000	150,000	-	165,000

MAINE

Introduction

There will be a need for about eight new teachers for programs for persons with special needs in FY 1968. This does not include teachers of existing cooperative work experience programs which may be reclassified in 1968 on the basis of the students enrolled. One Regional Center is planning to establish a skill center or general trades program to permit short-term training in a variety of single-skilled or semi-skilled occupations such as painting, paperhanging, carpet laying, upholstery and building maintenance. It is also anticipated that new programs will be started in certain State institutions such as the Girls Training Center, Women's Reformatory, Boys' Training Center, and the School for the Blind.

Occupational Areas

Vocational education programs for persons with special needs were conducted in 1967 for the following areas:

Home Economics - 1 program
Office Occupation - 1 program
Trades and Industry - 14 programs

Eight new programs will be added to those in operation in 1967. New programs will be offered in Food Service and in Distribution. It is also planned to approve applications for new or additional equipment needed to conduct programs for these activities.

No programs for persons with special needs were conducted in the 11 area vocational schools.

In the long-range plan, each approved regional center will provide necessary facilities and personnel to carry on systematic programs for persons with special needs. The estimate of total expenditures for vocational Education for persons with special needs in Maine in FY 1968 is $103,000 of which $50,000 is Federal, $4,500 State and $48,500 local funds. The total expenditures for Vocational Education in Maine for FY 1968 is $3,841,075 of which $1,548,075 is Federal, $1,679,500 State and $613,500 local funds.

The State has not placed a full-time person in charge of developing and supervising vocational education for persons with special needs. This responsibility is handled by the State Director of Vocational Education.

MARYLAND

Introduction

In the State of Maryland responsibility for the supervision of Vocational Education for persons with special needs has been delegated on a part-time basis to the State Supervisor of Home Economics. Supervisors of each Vocational service in the State are cooperating in the development programs for persons with special needs. According to the figures of approved programs for Fy 1968, there are 52 course offerings in eight subdivisions of the State, with enrollments of 2,248.

Program Descriptions

In visiting some of the programs and the staff members, one notes a thread of similarity. Each of the programs, in its own way,is aimed at assiting the student with special needs to become occupationally competent, within his limits, and to become a responsible citizen in his community. In most of the schools, the development of curriculum is in a stage of experimentation, but there is always a sincere effort to develop curricula that will meet the special needs of the students. The curricula include courses in personal development, communication skills, and related math-science skills, as well as job-oriented skills.

At present, the Maryland State Department of Education does not have a count of the number of special needs students enrolled in the regular vocational programs. These eight subdivisions have meaningful programs in progress. Though most are in the developmental stage, each is presently serving a need in the total school curriculum.

Prince George's County

An illustration is the special needs school at Croom, Maryland, which opened in 1965 with a program developed to meet the vocational and educational needs of students who fail to meet expected standards of academic achievement in other existing curricula. The training program is geared to the abilities of the youth enrolled and is directed toward the development of salable skills and job placement. The Croom School provides short term, intensive courses of training in a variety of occupational skills. This training in no way duplicates or competes with other vocational programs in Prince George's County.

Academic skills and job-oriented skills are taught on a priority basis, with emphasis being placed on developing reasonable proficiency in those skills required for economic survival in a complex society.

The academic program is divided into three major groupings: communication skills, mathematics, and a science-social studies workshop. In addition to the basic program in communication skills, verbal communications are introduced in an organized fashion throughout the entire Croom program. Programmed materials in mathematics are used so that individualized programs can become a reality; and the science-social studies phase of the program is operated on a project-oriented workshop plan.

The occupational aspects of the program have been developed with consideration of both the needs of the students and the local job market. Placement of students in jobs for which they have been trained is a major responsibility of the school; therefore, training is offered only in areas where jobs actually exist. At present, the following courses are being offered: gardening and groundskeeping, painting, decorating, refinishing, custodial and building maintenance, food service, and auto servicing.

Special adaptations of the vocational program to the students' needs include the following:

1. Emphasis is directed toward the development of skills needed in semiskilled occupations.

2. Occupational information is part of each course. This is in addition to an occupational orientation program in which all students participate.

3. Consideration is given to the student's ability to adjust socially and emotionally to the job for which he has been trained.

4. A job-coordinator teaches the occupation orientation program and is responsible for placement and follow-up on each student.

5. Retraining or additional extended work in the vocational areas is available when necessary.

A full-time guidance counselor meets with every student at least one period every two weeks. Small group sessions are conducted with students to discuss and evaluate student goals and achievements. Individual counseling is also available to each student.

Queen Anne's County

With the opening of the new Queen Anne's County High School, a Special Needs program, the General Occupations or GO program, was inaugurated. This program was designed to help those students who could not fully qualify for a regular vocational offering. Attempts will be made, through this program, to make it possible for the students to move into a regular vocational program at a later time. Each student will be given instructions on an individual basis in order to help him achieve vocational competence.

The boys and girls General Occupations programs are organized separately, each with a coordinator. However, effort is made to combine activities when appropriate, and the boys and girls do cooperate on certain work activities such as upholstering furniture. Other vocational teachers are available to work with these students.

Skilled teachers will teach the related subjects of English, history, and science to supplement the students' needs. Experiences will be provided to help the students develop language skills, family relationships, social and recreational skills, as well as a salable skill.

Dundalk Regional Vocational Center

Baltimore County opened the Dundalk Regional Vocational Center with the aim of serving the special needs of the students in that particular industrial area of the county. The community served by this school has one of the highest dropout rates in Baltimore County.

During the 1967-68 school year, business and office programs, a nurses' aide program, and a commercial foods program are being offered in addition to ten trade and industry programs. The trade and industry programs include appliance repair, automobile service station attending, and bricklaying. The students attend their home school one-half day and The Vocational Center one-half day. The related general education courses are offered at the home school.

A full-time guidance counselor is assigned to the Center.

Baltimore City

The programs at the Carrollton School and at the Jane Addams School are excellent examples of the Special Needs programs in Baltimore City. The Carrollton School was opened in September 1965 to provide a program for the slow learner who desired to remain in school beyond the ninth grade. The school is still in an experimental stage of developing curricula for the academic and vocational needs. The school was opened specifically for students who had completed the ninth grade in a comprehensive junior high school or a special curriculum junior high school.

The Carrollton School serves boys and girls of secondary school age, it provides training for service occupations commensurate with the abilities of the trainees, and it makes an attempt to locate employment for all eligible employable students. In this program, the emphasis is placed on instruction and training in the service occupations which do not require a high degree of professional skill but merely an aptitude for the work. Some of these are custodial services, duplicating services, family service, food services, home mechanics, lawn and flower care, painting and decorating, shoe repairing, retail services, small appliance repairing, and valet services.

A student entering the school from the ninth grade special curriculum will remain for two years. At the close of the second year, the instruction is terminated and the student receives a certificate that states, "In recognition of satisfactory effort and attendance in the JOB PREPARATORY CURRICULUM."

The program of Academic studies is experimental each year since the student's attitude toward learning may change with each succeeding year. Therefore, a teacher of a given subject may be implementing new methods of approach to learning with each entering class. The emphasis in the vocational area is placed on instruction and training in the service occupations that do not require high professional skill, but which demand an aptitude for the job and a specific amount of training.

The majority of the school population is provided individual counseling service which allows the counselee and counselor a one-to-one relationship. Every effort is made to help the youngster understand that he has the right and also the responsibility of making and implementing his own decisions.

The Jane Addams School is one of several general vocational high schools in Baltimore City whose purpose it is to provide job-oriented educational programs to students of seemingly lower academic ability. At the Jane Addams School for girls, many of the students have been in the special education curriculum through the ninth grade.

The vocational offerings at the Jane Addams School include food services, junior sales, industrial sewing, and dressmaking. In the tenth grade, each girl is placed in a rotating program that gives her an opportunity to have an educational experience in each of the vocational areas. During the next two years, she is allowed to enroll in the vocational offering that meets her interests and abilities.

Field trips and educational experiences outside the school are considered an important phase in the total school program. Each girl has a class in personal grooming two periods each week.

Wicomico County

A program was initiated in Wicomico County through a cooperative venture of Special Education and Vocational Rehabilitation. Vocational Education has recently joined them in supporting this evolving program.

The Special Education program in Wicomico County is established on four levels. Levels I and II are concerned with providing the basic educational and social skills in the elementary schools. Level III, centered in the junior high schools, is also concerned with basic skills on an individual basis and stresses manipulative skills. Level IV, centered in the senior high schools, stresses employment. It begins in the classroom with job readiness activities and is followed in subsequent years with a work study program that utilizes community employment training opportunities.

The job-oriented program was developed to meet the needs of Level III special education students, many of whom are currently dropping out of school at age 16. The two general areas of training offered are home arts for girls and building maintenance for boys.

The students are in special education classes where basic educational skills are stressed for one-half of each day; the remainder of the day the students are in the job-oriented program.

There is a coordinator for each of the two areas of training. In the home arts program, the girls participate in a grooming and home care program throughout the year. In addition, they have the opportunity to learn skills in cooking, child care, sewing, and use of the telephone.

The boys in the building maintenance program participate in physical fitness and woodworking programs. The major part of the woodworking program is assembly work. For instance, the boys have a contract to assemble pallets for a trucking company. The students also have the opportunity to learn skills relating to building maintenance, lawn and shrubbery care, and grounds maintenance.

Estimated Total Expenditures for Vocational Education Purposes
Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for All Vocational Education	28,296,285	3,987,980	12,612,233	11,696,072
Total for Persons with Special Needs	1,267,000	141,000	558,000	568,000

MASSACHUSETTS

Introduction

Most of the "Special Needs" programs which were described in the FY 1967 projections were undertaken. Cooperative programs have expanded, pre-vocational and exploratory courses in the junior high school have been initiated, and remedial English and remedial math courses have been instituted. However, it is now clear that most local directors have serious reservations about the heavy emphasis on socio-economic and academically handicapped students. This is not because they feel that they are not worth helping, but because of difficulties in defining and locating these students; uncertainty as to the most productive teaching techniques and instruction media for such students; (most agree that low pupil-teacher ratios, and flexible, adjustable but sophisticated media are necessary and expensive), and most of the vocational schools do not have physical facilities or the qualified personnel to accommodate and serve adequately, these students with special needs. Naturally, these considerations have restricted the development of programs in vocational for persons with special needs.

It is the feeling of the Vocational Bureau that separate and distinct programs and in many cases, special facilities must be provided in order to make an appreciable dent in this problem. Nevertheless, many communities have been advised of the need for programs aimed at the student with handicaps and some of these have indicated plans for instituting these. Most of them will be for ninth grade students who can not qualify for Unit Trade Programs. These students will take a remedial English-Math-History program for three hours in the morning, then a three-hour shop program in the afternoon. This schedule will continue during the student's tenth grade and, in grades eleven and twelve, he will embark on a work-cooperative program designed specifically for his abilities and interests. The following schools plan this type of program:

South Shore Regional Vocational-Technical High School	(45)
Southeastern Regional Vocational-Technical High School	(30)
Southeastern Regional Vocational High School	(30)
Greater Lawrence Regional Vocational-Technical High School	(45)
Brockton High School	(75)
Cole Trade High School	(30)

Westfield Trade High School is admitting fifteen students who would not ordinarily qualify for entrance into Unit Trade Programs, but who will be integrated into such programs and allowed to progress according to their capacities. Remedial academic work will be given.

Haverhill, which has a ninth grade General Vocational Program, ordinarily has to return about fifty of these students to the academic high school after completion of this grade. To eliminate this, the school is preparing a special remedial program plus shopwork for the tenth grade. In subsequent grades, the work cooperative pattern will be followed.

The projected program of activities for Vocational Education in Massachusetts for FY 1968 estimates that expenditures for vocational education for persons with special needs at a total of $435,000 of which $135,000 is Federal, $150,000 is local, and $150,000 is State funds. The Total estimated expenditures for Vocational Education under all Federal Acts for Massachusetts for FY 1968 is $25,490,000 of which $4,905,000 is Federal, $6,868,000 is State, and $13,717,000 Local funds. The Special Needs Program is supervised by the State Senior Supervisor in Education.

Some pilot programs were established to help the potential dropout to stay in school and receive up-grading and training. These are being operated in schools having drop-out problems and where the students are having difficulty in obtaining admission to regular vocational programs.

Occupational Areas:

Home Economics--

A state Supervisor of Home Economics served on the planning committee for the Massachusetts Home Economics Workshop on "Working with Low Income Families" conducted at Framingham State College on September 23, 24, and 25.

The State Supervisor of Home Economics worked closely with the State Supervisor of Trade and Industrial Education in establishing programs for socio-economic deprived youth in Newton and Worcester. These programs have shown possibility in the training of simple occupations from which this type of youth may obtain more profitable employment.

Trade and Industrial Education--

Waltham - Shop Study Program in junior and senior high school for potential dropouts. This program consists of 3 hours of academic and 3 hours of shop work in the Vocational Schools after the vocational students are dismissed. Pupils are rotated for a period of ten weeks each in auto, auto body, carpentry, and welding. Several of these boys have been accepted for enrollment into the regular Vocational Program. There were 36 boys enrolled in this course.

Boston - "Techniques of Industry" course inaugurated for those that had either left school or were contemplating leaving school. This consisted of 3 hours of related and academic work and then 3 hours of shop course where the boys learned something about a variety of trades. The shop was equipped with metal lathes, woodworking machines, and equipment for tile setting, electricity and welding. Some boys are upgraded so that they attended the Cooperative Machine Program, others learn enough so that they became helpers in the other trades. There are 15 boys enrolled in this class. This course is held during the regular school hours in the East Boston High School.

Worcester - Occupational Preparatory Courses were started in 3 of the 5 junior high schools for the potential dropouts. A course for boys and a course for girls was held in each school. The students traveled in a group through special academic classes geared to their level of learning. The last 2 periods of the day were spent in shop. There were a total of 15 boys and 15 girls in each school. This made a total of 90 students in the 3 schools. This program was so successful that it will be placed in the remaining 2 junior high schools this fall. This will mean that every junior high school in Worcester will have an Occupational Preparatory Course for potential dropouts. There were several boys and girls from these programs that were upgraded so that they were accepted into the Girls' and Boys' Trade Schools in Worcester.

Northern Berkshire Regional Vocational High School - South Shore Regional Vocational High School and Tantasqua Regional Vocational High School held remedial reading courses both during the school year and in the summer program for the slow learner. There was a total of 30 students in these courses during the school year and 47 during the summer months. These courses are becoming very popular because of the value to the students. Many more are planned for next year.

Newton - Programs for the Academic, Socio-economic, and Other Handicapped were held during the school year in Electro-Mechanical Devices, Nurses Aid Child Care, Business Education, Food Preparation. There were a total of 90 students enrolled in these courses. These courses were also held during the summer with approximately the same number of students. A new course, landscaping was added during the summer with an enrollment of 20 boys.

Haverhill - The Board of Public Welfare in the city of Haverhill proposed a course in Custodial Training which was funded. Fifteen (15) married men on Welfare were trained in Custodial work in a course that lasted seven weeks. Following the seven week training program, each student was placed in work-experience positions under the auspices of the Work Training and Experiences Program operating with funds from Title V of the Economic Opportunity Act. The work experience positions will extend up to six months. This program is a good example of working with other agencies. Involved in this program were the Division of Employment, Security, Work Training and Experience of the Economic Opportunity Act, and the Board of Public Welfare.

Distributive Education

Plymouth and Silver Lake Regional - Two waitress training courses were set up in each of these communities. A course in the morning for adults and one in the afternoon for girls who were graduating in June. There were a total of 60 pupils enrolled in these four programs.

Thus, programs for the academic, socioeconomic and other handicaps were established in Waltham, Boston, Worcester, South Shore Regional Vocational High School, Charles H. McCann Regional Vocational High School, Tantasqua Regional Vocational High School, Plymouth, Silver Lake Regional Vocational High School, Newton, and Brookline.

Health Occupations

Practical Nurse Education and Other Health Occupations

The Supervisor is working with the Medical Sub-Committee (Health Career Committee) for Human Rights, ODWIN (Open Doors Wide in Nursing) Committee, and Upward Bound programs in the Greater Boston area. The major focus of these conferences and meetings is to plan and develop methods of approach in order to facilitate a meaningful exposure to health careers to the deprived youth within the Boston area. The supervisor spoke on Health Occupations training programs to approximately 40 secondary school students.

Cooperation With Other Agencies

Pupil Personnel Services in P.L. 88-210, the Vocational Act of 1963, and Title I, E.S.E.A. Programs

The pupil personnel services can and should play important roles in school district programs of compensatory education for disadvantaged pupils. The intent of such programs is the same as the primary purpose of pupil personnel - to facilitate the full development through education of such child and youth.

Pupil personnel services are "helping" services. They assist pupils in adjusting, progressing, and planning in school. They help teachers to understand pupil characteristics and potentialities related to education. They help parents to support the pupil's school progress.

They assist school authorities in studying the educational needs, progress, and problems of individual pupils and of groups of pupils. They can contribute, from a variety of contacts and disciplines, to the continuous assessment and improvement of the school district's educational program.

As a school district plans and develops more adequate and effective programs to serve the particular needs of pupils who are culturally and economically disadvantaged or educationally handicapped, some of the provisions which might be considered in relation to the overall pupil personnel program are as follows:

1. The definite assignment of a qualified person to spend part or full time in the systemwide coordination and direction of the pupil personnel program, giving particular attention to the effective use of these services in assistance to disadvantaged children and their parents.

2. In-service education for all pupil personnel staff members in order: that they may know and understand better the needs and problems of the disadvantaged; that they may be well aware of and competent in using the most effective ways of assisting these pupils; and, that they may become more aware of the need for cooperative action in assistance to these pupils and their parents.

3. A program of weekly pupil personnel conferences for each school building in which administrator(s), one or more teachers, and pupil personnel workers discuss and plan for ways of meeting the needs and problems of individual pupils. This is a very effective activity for the in-service education and sensitization of faculty to the needs and problems of disadvantaged pupils.

4. A school system pupil personnel council including representation from administration, teaching and pupil personnel for discussion, on a monthly basis, or program development for the various services in the light of the needs and problems of pupils, giving particular attention to program planning for disadvantaged pupils.

5. Adequate clerical assistance to allow pupil personnel workers to spend their time and energy on professional tasks; and the physical facilities, equipment, and materials necessary for effective performance of pupil personnel activities with disadvantaged pupils and their parents.

6. A provision of consultative and supervisory assistance for the staff members of each pupil personnel service, by a competent and experienced professional in each discipline involved.

Some of the provisions which might be considered in relation to the programs of the separate pupil personnel services (attendance, guidance, school health, psychological and social work services) are given below.

Attendance

1. Attendance teacher service adequate to provide for the immediate and thorough casework approach to attendance problems of disadvantaged pupils.

2. Definite attention in the attendance program to activities which foster and support a preventative approach to attendance and school dropout problems.

3. Particular attention given in the school census program to the identification of the handicapped and of other disadvantaged pupils for whom the school will need to provide compensatory programs and services.

4. Particular attention given by well prepared census enumerators to interpreting the school program to disadvantaged parents and in alerting them to sources of assistance in the school.

5. Employment certification procedures planned to facilitate issuance of working papers to eligible disadvantaged youth and to assist them in a successful combination of earning and continued learning.

Guidance

1. The assignment of qualified counselors to the development and conduct of elementary school guidance (including pre-kindergarten) activities for disadvantaged pupils and their parents.

2. School counselor time to provide for "saturation" of guidance and counseling services for disadvantaged pupils (one counselor for each 200 or 250 such pupils), including provisions for counseling in school guidance center, study center, employment certification, work-study, late afternoon, evening and summer situations.

3. School counselor time to provide for adequate guidance assistance to the parents of disadvantaged pupils, including individual interviews, home visits, and guidance activities for large and small groups.

4. A variety of group guidance activities in school and outside of school to acquaint disadvantaged pupils with wider and higher horizons for future careers, provide them with successful role models, inform them about, and orient them to higher educational levels, and provide them a chance to discuss their problems in relation to education and career planning.

5. Particular guidance and counseling attention given to help disadvantaged pupils in respect to college plans, admissions and financial aids, part-time and full-time job placement, and adequate attention given to follow-up and guidance assistance for dropouts and other out-of-school youth.

School Health Service

1. The assignment of qualified school health personnel to develop and conduct the school health component of all compensatory education projects, with a focus on promotion of health and prevention of disabilities for all disadvantaged pupils.

2. Adequate school health personnel time to carry out the appropriate school health services for the disadvantaged pupils participating in regular school, pre-school, late afternoon, evening, Saturday, and summer programs. The greater needs among disadvantaged pupils for more extensive school health services suggest ratios of one school nurse-teacher for each 500-600, and one dental hygiene teacher for each 1,000-1,200 such pupils.

3. Organization of the school health program for disadvantaged pupils to assure immediate identification of health problems and intensive follow-through activities including health counseling with the pupil, their parents, and when appropriate, with teachers and community agencies.

4. The school health service personnel time needed for coordinated activity with official and voluntary health agencies, and with professional organizations, in order to encourage the development and full utilization of adequate community health resources.

5. Enrichment of all school health service activities by coodination with the curriculum in health and safety education. School health personnel should extend their consultant roles to assist teachers in developing and conducting a highly functional health instructional program for all disadvantaged pupils and to include participation in related parent education.

School Psychological Services

1. Under the supervision of certified school psychologists, and as a means of conserving and using more efficiently the presently limited available school psychologist manpower, develop and execute plans for utilization of other school personnel who can perform certain routine and time-consuming tasks which lead to evaluative, interpretive, and remedial action by certificated school psychologists.

2. In close cooperation with other pupil personnel service workers, as well as community agencies, develop a center for the study and remediation of learning difficulties of disadvantaged children.

3. Establish realistic pupil-school psychologist ratios in order that adequate attention can be given to the educational needs of disadvantaged children as part of the regular school program, and in order to permit more extensive use of school psychologists as consultants to classroom teachers of the disadvantaged in the application of principles and practices of psychology to education.

4. Develop and execute studies of teaching methods, learning characteristics and classroom climate as they relate to the educational growth problems of disadvantaged children.

5. At all grade levels, provide psychological examinations to disadvantaged children for the early identification of learning difficulties, including marked or severe reading problems, and as a basis for cooperative planning with other school staff for developmental or remedial programs of instruction.

School Social Work

1. School social worker service for direct assistance to disadvantaged pupils in overcoming social and emotional problems having adverse effects on their school adjustment and progress.

2. School social worker time for assistance to parents of disadvantaged pupils in locating community resources for needed help in solving problems affecting the school progress of their children.

3. Enough school social worker time for assistance to these parents in becoming comfortable and effective in their contacts with teachers and other school personnel.

4. Sufficient time for the school social workers to interpret needs and problems of disadvantaged pupils to teachers and to assist teachers in specific problem situations.

5. Participation of school social workers with other pupil personnel workers, teachers and administrators in case conferences and in discussion of school planning for disadvantaged children and youth.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	25,490,000	4,905,000	6,868,000	13,717,000
Total for Persons with Special Needs	435,000	135,000	150,000	150,000

MICHIGAN

Introduction

A staff member of the Division of Vocational Education has been assigned to work with local educational agencies in developing programs for persons with special needs. Two such proposals have been received in the Division since the Michigan Projected Activities Report was forwarded to Washington. A special committee is planned for the Department of Education to coordinate and further develop programs for persons with special needs. Represented on the committee, in addition to Vocational Education, will be representatives of Vocational Rehabilitation, Special Education, and Title I of the Elementary and Secondary Education Act.

There were five programs offered in vocational education in Michigan in fiscal year 1967, all in Trades and Industry. No programs of this kind were offered in Area Vocational Schools in fiscal year 1967. The projected estimate of expenditures for vocational education in Michigan for fiscal year 1968 lists only $7,400 for the programs for persons with special needs, $1,332 to come from PL 88-210, $518 from State funds and $5,550 from local funding. This is a contrast with total expenditures for vocational education in Michigan of $38,980,378 of which $10,153,355 is Federal, $4,812,126 is State and $24,014,897 is local money.

Programs for persons with special needs were operated in six school districts on a reimbursable basis. Many others were operated either without reimbursement or through a special appropriation of the state Legislature or through funds made available from other Federal sources.

Programs supported from funds available through P.L. 89-10 for special needs groups for occupational training are reviewed jointly by that staff and representatives from the Division of Vocational Education.

There is inadequate interest on the part of local schools in programs for persons with special needs. Many of the programs for this group which could be supported from vocational education funds are now being supported by title I of P.L. 89-10. Local school districts prefer to operate such programs; under Title I because requirements are generally less rigid and reimbursement rates are high. More programs for persons with special needs who are not financially disadvantaged could be operated under provisions of the Michigan State Plan for Vocational Education.

The Occupational Areas

Home Economics--Albion--Developed a strong adult program and has worked with others to meet needs of under privileged mothers. On June 29, they received the Pacemaker Award for this program at the Miami Beach Convention. Bay City--The homemaking Class for special education students was continued as a separate section. Mercy College--Reported an informal study of 24 low-income families to lay the groundwork for a workshop adapting home economics to low-income groups.

Trades and Industry

Publications: Mathematics for the Reluctant Learner.

New Programs : At Portage, Michigan, students who have not made satisfactory progress in regular vocational classes have, through counseling and testing, had the opportunity to join a class under direction of a single teacher-coordinator. During this program, special effort is made to develop the occupational interests and skills of the individual. These students work closely with the coordinator in obtaining their academic and practical education so that there is constant adjustment between the learning ability and success in performance. This program is proving to be highly successful in the educational development of youth and is being studied by several other school districts.

Program Priorities to Expand

The Detroit Public Schools are presently planning at least three programs in landscaping-custodial training for persons with special needs and it is expected that two additional teachers will be needed for these programs.

Five other metropolitan areas are considering programs for persons with special needs. The areas in which training would be provided has not been definitely decided.

The on-going cooperative program for persons with special needs at Portage High School will be expanded and a full-time coordinator will be employed to handle the program. Resource persons with specialized skills in special education, sociology, and psychology will be used on a part-time basis in the program.

The custodial training in one Detroit high school will be a new type of program, one which was formerly confined to landscaping.

The Portage program will be enlarged to include cooperative occupations not included in the program previously.

The other metropolitan areas interested in programs for persons with special needs are exploring several occupational areas in which these programs might be operated.

MINNESOTA

INTRODUCTION

It has become increasingly clear that there is a great need for educational programs which would develop entry-level job skills, serve critical needs for remedial instruction in communication and computation skills and develop wholesome attitudes toward the world of work for youth who are not able to succeed in the regular vocational education program because of academic, socio-economic, cultural, psychological or other handicaps. There are two major reasons why these handicapped individuals pose a difficult problem in group instruction. The instructors often find such persons inattentive, slow to learn, and frequently disruptive of orderly teaching processes. Secondly, the technical level of vocational and technical courses are usually too high for persons with academic deficiencies, limited experiences and capacities. They are sometimes overwhelmed by social and economic handicaps and are either not admitted or drop out because of the difficulties they have in keeping up with other students. The net effect is that these persons with special needs and special problems cannot compete in most skill development programs. The programs are not individually tailored or administered, or they are too complex. These individuals often drop out of school or remain high school "sit-ins" until graduation, entering the labor market with substantial skill deficits, handicapped in basic educational requirements in language arts and computation, compounded in many cases with unacceptible attitudes toward work, and misconceptions regarding the operation of the economic system.

Minnesota has considered as a special resource, rehabilitation centers for persons with special needs; potential dropouts, high school dropouts, and chronically unemployed adults. Rehabilitation centers and sheltered workshops are equipped to deal with marginal individuals who have severe psychological, social and cultural problems, lacking marketable skills and with academic deficiencies. Strengthening the skill development programs and the use of on-the-job training programs are partial answers to this problem. There is a substantial need to develop skill training programs at the entry occupational level for persons with special needs. The center anticipates serving 500 individuals during FY 1968 composed of persons with severe and unusual employment problems requiring special assistance in entering the labor market, high school dropouts and potential dropouts referred to the program.

Unique features of this program are: resources of vocational rehabilitation, special education, and vocational education combined to serve handicapped students, and housing in a technical-vocational school where handicapped students will be taught by vocational instructors.

The first of these centers is the School Rehabilitation program in Anoka-Hennepin School District #11. It is coordinated through the Special Education Office of District #11 and operates in conjunction with the Minneapolis Office of the Division of Vocational Rehabilitation. It involves a staff of instructors from Coon Rapids High School, Anoka High School and the Area Vocational School. Vocational Adjustment Coordinators will work with handicapped students in the work adjustment center as well as with employers in the community. The services of numerous social agencies will be utilized. Minimum age for enrollment is 16. Screening procedures have been developed to nominate candidates for the program. Opportunities for job-simulated experiences will be provided for in the following units: motel unit, office practice unit, auto unit, woodworking unit, production unit, metals unit, food service unit, nurses aide unit, stock work unit, production sewing unit, laundry unit, and miscellaneous vocational preparation in other service units.

The total annual budget for the school rehabilitation programs is $95,000. This was budgeted as follows:

	Salary	D.V.R.	State Special Ed.	Voc. Ed.	District No. 11 Funds
1 Program Coordinator	$10,500		$ 4,000		$6,500
* 3 Vocational Adjustment Coordinators	24,000	$12,000	12,000		
** 2 Classroom Instructors	16,000		8,000		8,000
4 Vocational Instructors--Work evaluators	32,000		16,000	$16,000	
***4 Clerical	12,000			6,000	6,000
	$95,000	$12,000	$40,000	$22,000	$20,500

Renovation

18,000 sq. ft. @ $6.00 per sq. ft.

$108,000	D.V.R. Share (75%)	$81,000
	District #11 share (25%)	27,000

Equipment and Supplies

$40,000	D.V.R. share (75%)	$30,000
	District #11 share (25%)	10,000

* 1 V.A.C. position in existence
** Existing positions
*** 1 clerical position in existence

The Center is now in operation on a limited basis, but will be formally dedicated in late January or February 1[illegible].

The estimate of total expenditures for vocational educational purposes under all vocational education acts for FY 1968 was $19,006,733, of which $5,174,014 is Federal, $7,220,965 is State, and $6,611,754 local funds. For persons with special needs the estimated expenditures for Minnesota in FY 1968 was $326,790, of which $90,775 is Federal, $90,775 is State, and $145,240 is local funds.

Through the vocational education services, programs are operated for persons with special needs as follows:

Agriculture	4 programs
Distributive Education	74 programs
Health Occupations	1 program
Home Economics	2 programs
Office Occupations	50 programs
Trades and Industry	11 programs

OCCUPATIONAL AREAS

Agriculture

No new staff is anticipated for FY 1968. The regular programs of vocational agriculture does in many situations make provisions for students with special needs. Two schools plan to conduct programs in agriculture education for persons with special needs.

Business and Office

As a significant portion of cooperative part-time training for students who are persons with special needs, the increase in the cooperative programs will support and increased expansion of programs for these persons. All cooperative high school programs make provisions for people with special needs.

Distributive Education

It is anticipated that two new teacher-coordinators for programs involving youth with special needs will be needed. Five schools will do some replacement of equipment and two schools will purchase new equipment for these programs. Five schools are improving facilities through remodeling and one school will be building new facilities in FY 1968.

Home Economics

As in other vocational services, present programs serve individuals with special needs, but some specific programs planned for groups of persons with special needs in this area for FY 1968 are:

Work Opportunity Center in Minneapolis:
Programs in Child Day Care
Food Services, Production
Serving, Interior Design Assistant
Homemaker Assistant
Clothing Services and related areas

Rochester: Homemakers aide for emotionally disturbed persons programs for homemaking occupations in two juvenile corrections centers, Lino Lakes Reception and Diagnostic Center and Sauk Centre Home School will be operating in FY 1968.

Trade and Industrial

Provision is being made to include students with special needs in the T & I part-time cooperative program. Comprehensive centers have been established at Duluth and St. Paul and additional centers will be established at Anoka and Pipestone to assist disadvantaged people with remedial help in basic education and pre-vocational training. A vocational adjustment center is in the planning stage for Cokato which will provide vocational training to the mentally retarded.

MISSISSIPPI

Introduction

The Mississippi Employment Security Commission, in cooperation with the Delta Council and farmers in 18 Delta area counties conducted a survey showing the extent in the decline in farm labor use. The survey revealed that 54,830 individuals are affected by the reduction in farm labor needs in the 18 county area. It also found that 86.7% of these people were continuing to live on the farms despite the fact that there was no employment for them. About a third of those who would be included in the work force are persons between 16 and 21 years of age, equally divided between sexes and amounting to 7,854 persons. This is indicative of a state-wide situation in a state which is predominantly rural and agricultural. This data is useful for determining the needs for specific vocational programs that should be maintained as well as new programs which should be started in a state where such a large segment of the population may be classified as persons with special needs.

The Occupational Areas

In fiscal year 1967, vocational education programs for persons with special needs was conducted in 23 classes, nine of which were Trades and Industry with 207 students, two in agriculture with 27 students and twelve in home economics for wage earning with 281 students. These students attended classes for trade training three hours each day, with two hours in academic classes. The academic instruction was adjusted to the occupational objectives enabling students to make progress in their vocational training. It was planned for these students eventually to pass the G.E.D. test and to receive the equivalent of a high school diploma. These 23 classes did not approach the demand for this type of training in Mississippi, and it is hoped that programs of this type can be developed in all service areas.

In fiscal year 1968 special needs programs in vocational education will be increased as follows:

Agriculture	9	Programs
Home Economics	12	"
Trades and Industry	31	"
Total	52	"

Of these 52 classes, 17 will be in correctional institutions located in Parchman, Oakley and Columbia.

General

It is the plan to further expand these special classes in correctional institutions and to increase supportive services and special counseling to all of the programs. Persons with special needs are to be given additional remedial instruction along with the development of occupational skills and counseling.

The responsibility for the development and supervision of vocational education for persons with special needs has been delegated to the State Supervisor of work study programs. In the estimate of total expenditures for vocational education in fiscal year 1968, the State plans to spend for persons with special needs, $393,000, including $153,000 Federal, $128,000 State and $112,000 local funding. The total estimated expenditures for vocational education in fiscal year 1968 are $12,777,689, including $4,403,392 Federal, $3,525,000 State and $4,849,297 local funding.

MISSOURI

Introduction

Program offerings in vocational education for persons with special needs in Missouri include twelve programs in Office Education, four in Trades and Industry, and two in Home Economics in FY 1968, according to Projected Program Activities reports. Area Vocational Schools plan to offer four programs in Trades and Industry and one in Agriculture.

The expansion of these programs continues to be an area of real concern. Many meetings have been held with school administrators and individuals concerned with the operation and administration of programs at the local level. These meetings stress the need for local initiative in determing needs for such programs, followed by conferences to perfect programs to meet these needs. Three approaches are taken. Classes will be organized for these special groups. A second approach will be to enroll students in regular vocational programs with supplementary instructional experiences to meet specific needs. A third proposal is to support other agencies which are instituting such programs. The chief problem at present is alerting local personnel to the urgency of developing programs for persons with special needs.

Occupational Areas

Business and Office Education

Twelve experimental programs were initiated during the past year. Nine of these were located in rural counties where economic and social levels were low, as well as educational achievement. In addition to staff for these programs, several programs will incorporate a cooperative phase in 1968. One program located in Kinloch, an all-Negro community in North St. Louis County, will expand its offerings to include an additional remedial class and provide an office co-op for students enrolled in the terminal phase of the program.

Distributive Education

Youth with special needs were served in five high schools in programs to bring them to the level needed for entering existing vocational programs in distributive education. These sections enrolled 94 students in varying grade levels from the 9th through the 11th grades. An extensive plan for serving youth with special needs in St. Louis was developed and enrolled 10th grade students in the spring of 1966 for classes in September. It is called "Education for Employment in Distributive Occupations." Five of the St. Louis high schools will install this program. The St. Louis Public School System developed a curriculum in basic business practice for secondary students with special needs. Additional programs of this type must be instituted at the sophomore level to provide salable skills for students who refuse to continue their education beyond the legal compulsory age of 16. Additional experimental programs of this type will provide data necessary to develop a better understanding of the facilities and equipment required in programs for individuals with special needs. Plans were completed for a program in the Parkville School District located in the metropolitan Kansas City area to train special education students and others of low academic standing for jobs requiring repetitive skills.

Agriculture

Three departments of vocational agriculture provided instruction for boys with special needs. The curriculum was designed to assist these boys in developing skills which could be used in performing agricultural services. The placement of these boys has been high.

Trade and Industry

In trade and industrial education, persons with special needs were served largely through trade preparatory classes which were organized for a short period of time with a definite job in view. Job placement from these training classes was very good.

Health Occupations

In health occupations, the percentage of enrollees with less than four years of high school indicates that an effort is being made to meet one special needs group. Fifteen students who were recipients of State welfare were enrolled in a course in basic reading, spelling and mathematics preparatory to employment and on-the-job training for nurse aides.

Home Economics

During the past year, special emphasis has been given to the instructional program in homemaking for the academically disadvantaged student. A special curriculum was developed and administrators have been encouraged to initiate classes to enable the slow learner to develop personally and to prepare for roles of homemaker and wage earner. Six classes with an enrollment of 72 pupils were held. To increase competency in teaching and interest in the special student, teachers have been required to take special professional courses. A specially developed guide was used by selected teachers during the 1966-67 school year. Plans include the development of the four-level sequence leading to homemaking or occupational home economics. Preliminary steps were taken to establish a program for terminal students in the City of St. Louis. The program with occupational objectives will include training for homemaker's aides. Four classes for girls in the Florence Crittenden Home in Kansas City were concerned with teaching family life education. A program designed to prepare selected girls for service occupations was initiated in the 8th grade at West Junior High School in Kansas City with 17 students participating. A consultative service was given to teachers and administrators at the Missouri State Prison for Women where a home economics program serves two purposes--preparation for homemaking or employment. A Boys Special Needs Class in Occupational Home Economics with 12 boys attending was held in a secondary school.

1. Curriculum Development A 4-level curriculum for the retarded learner (IQ 49-79) was begun three years ago. It is not complete, but will be completed within the year if all goes well. It was designed by teachers and supervisors who work with the "special education" program. The teachers in day schools programs were from St. Louis, Kansas City, and Hermann. A special supervisor from St. Louis was an advisor and assistance was given by the state director of special education, assistant director of special education, teacher educator in home economics education, Lincoln University, and the state director of home economics education. To teach special education classes, home economics teachers must have courses in methods of teaching the exceptional child or psychology of the exceptional learner.

2. Practicum in Teacher Training Students from the Home Economics Education program at the University of Missouri work with handicapped learners at the Woodhaven School south of Columbia during the time they are enrolled in methods of teaching home economics.

3. Adult Education A food service course for economically and culturally disadvantaged adults was initiated at Hickman High School, Columbia, during the summer vacation. Two teachers worked with adults, a number who were learners on welfare rolls, to train them to be food workers in schools hospitals, dormitories, and local restaurants. An excellent local advisory team participated in planning. The program enjoyed excellent publicity.

Kansas City and St. Louis have had classes for the disadvantaged homemaker to help her improve the quality of personal and family life. In many instances, these women have learned a skill that doubled as an aid in homemaking and as an avocation which earned money to supplement the family income. Classes were also held in family life education, child development, and in the use of donated foods.

4. Out-of-School Youth Classes were held at the Florence Crittenden Home in Kansas City for the unwed mother. Topics included personal and family life education.

5. High School Classes

a. Lee's Summit A program for 13 ninth graders was designed to prepare them to obtain jobs in home and community service occupations. The course changed somewhat as the teacher discovered the students needed a basis for job orientation.

b. St. Louis In September, 1966, five teachers in three high schools initiated a program to interest approximately 160 girls in terminal education programs in education for employment. This class will continue this year.

This fall, two schools in St. Louis have initiated a food service program to prepare seniors to enter occupations of less than teachnical level.

c. Kansas City A program at Westport Junior High School is in the third year of operation this fall, September 1967. It began in the fall of 1965 with 20 students. It is called the BEST program utilizing the beginning letters in Basic Education Student Training. At first, plans included a house or residence adjacent to the school to serve as a laboratory. This did not develop. Class space is provided in the school building.

d. Special District, St. Louis County A program for non-graded learners who are mentally retarded was initiated in Northview and Wirtz schools in the fall of 1966. Students are "graded" as Adolescent I and Adolescent II. A basic program in homemaking is offered. One to train the student to use skills of home management and food service adds the occupational phase. The girls are from 16-18 years of age. Curriculum includes topics such as: personal care and relationships; care and arrangement of home furnishings; grooming and health; clothing construction, care, repair, and buying; child care; holidays in the family; foods and nutrition; manners; filling out job applications; learning about different jobs; and on-the-job training for specific occupations. The on-the-job training is conducted within the school plant. Twenty-five youth were involved in this program last year. It is continuing to operate during the 1967-68 year.

A child development program in St. Louis, to begin September, 1968, will include a four-year program at O'Fallon Technical High School, and will train girls to work in child and day-care situations.

Teacher training

Home Economics education majors at the University of Missouri, Columbia, have chosen out-of-class activities with a professional focus to increase or develop competencies essential to effective teaching. Some of these activities concerned special needs students.

A special grant from 4-C funds, Vocational Education Act of 1963, made it possible to sponsor an interdisciplinary pilot training program to supplement the educational and experience background of the professional educator, whose programs serve the needs of persons handicapped by socio-economic status differences. The program attracted 30 individuals from a number of states. Classrooms and housing were provided at Lewis and Clark Residence Center.

Special features of the program at the University were instruction in the use of television and participation in teaching disadvantaged youth in neighboring living-in hospitals for the handicapped.

Curriculum Development

The curriculum project, which was started last year, continued with committees meeting two or three times during the year in order to complete several urgently needed guides for semester courses. Working with four, five, or six selected teachers were subject matter specialists, teacher educators, and supervisors. A guide for the Special Education Homemaking course has been completed.

Pilot programs

An experimental program designed to prepare selected girls for service occupations was initiated in the 8th grade at West Junior High School in Kansas City in 1967. Twenty girls were selected by the counselor on the basis of poor scholastic attainment, dropout potential, behavior difficulty, and student interest. Of the twenty, 16 have completed the year, fifteen of whom received average or above-average grades. The teacher, who has had work experience, had the girls for two hours daily. Basic instruction included food service, clothing service, child care service, home cleaning processes, personal development, formation of good work habits, and development of simple work skills. Many field trips were arranged to broaden the students cultural horizons and to acquaint them with the community.

Home visitation and conferences with students and parents have been a valuable part of the program. The girls have improved considerably in general behavior, ability to work together, poise, acquiring simple skills, habits and attitudes,and the use of language. More advanced occupational skills was included in a 2 1/2 hour block for these students in 1966-67. During the summer, 12 have worked as either candy stripers in hospitals or assistants to homemakers in private homes.

An experiment was conducted at Eureka High School in which a group of 9th grade boys with special problems in school and personal life were involved. An attempt was made to help the boys, some of whom were potential dropouts, to develop acceptable habits related to cleanliness and as grooming, personal health and management, manners, foods and nutrition, and housing. Attendance was good and the class a challenge to the teacher.

A statewide curriculum committee was appointed in June to write a supplemental vocational business and office education curriculum guide for the five clusters designated in the State Plan. A Curriculum guide is being formulated in the special needs category.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for All Vocational Education	21,529,000	5,862,368	3,237,000	12,429,632
Total for Persons with Special Needs	700,000	100,000	250,000	350,000

MONTANA

Introduction

Montana is a sparsely populated state with no large population centers. There is no single area providing the numbers of potential participants to support a concentrated program. Generally, those with special needs are accommodated in the regular vocational classes with additional remedial instruction and supportive services and counseling. Dropouts are encouraged to attend all improvement classes where these are available.

The Occupational Areas

Programs are offered in vocational education for persons with special needs in the following occupational areas: Agriculture - 1, Home economics - 2, Office Education - 1, Trades and Industry - 2. No programs for persons with special needs are offered in the two area vocational schools.

Students with special needs were assisted in obtaining vocational training at two of the state's correctional institutions, in services related to trades and industry, home economics, and business practices.

Vocational education was provided for persons with special needs to a limited degree in specific cases. Two correctional institutions were aided in developing and offering programs for youth from unfortunate socio-economic situations which resulted in their developing attitudes and habits causing their detention for correctional purposes.

The vocational offerings are proving to be a most valuable means of rehabilitation and corrective treatment with results that will make these youth self-sustaining taxpayers rather than a social burden.

Continuation and extension of this effort is planned to include a third state correctional institution in the coming year.

Responsibility for the development and supervision of vocational education programs for persons with special needs has been delegated to the State Supervisor for Vocational Guidance and Work Study. He will be working with local counselors on a format for the identification of persons with special needs. He will also develop an in-service program for counselors with emphasis on determination of specific types of programs and training that will serve persons with special needs. Local counselors will cooperate with vocational education instructors on specialized curriculum approaches and on modification of standard curricula in adopting them for persons with special needs.

At the correctional institutions, new courses will be provided in meat cutting, drafting, building trades, home economics and basic office education. Additional equipment will be provided at two correctional institutions for this work which will facilitate training for those who have academic and socio-economic handicaps and who are institutionalized.

The estimated expenditures for vocational education for persons with special needs for Montana in fiscal year 1968 are $46,252 including $17,818 Federal, $5,308 State, and $23,126 local funds.

Ancillary Services

Teacher Education--A workshop was held June 20-24 on teaching Home Economics to the Educable.

The purpose of this workshop was to assist home economics teachers and special education teachers in adapting home economics curriculum to meet the needs of these students. It was also intended to help the teachers better understand these special students, what their needs, abilities, etc., entail, as well as to exchange ideas for class scheduling, to have special demonstrations with the educable student to observe teaching methods, curriculum, etc.

The planning committee for the workshop included the Supervisor of Special Education, two special education teachers, a home economics teacher who had a class of special education students, the teacher educator from the University of Montana and the state staff in home economics education.

The workshop was held in the Home Economics Department of the University of Montana. Twenty-eight students were enrolled. Four were special education teachers (one Male), eighteen were home economics teachers, one high school principal and seven students represented miscellaneous areas of interest, such as elementary education, special training in gainful employment for the educable, etc.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for All Vocational Education	4,222,834	1,34,702	495,377	2,592,755
Total for Persons with Special Needs	46,252	17,818	5,308	23,126

NEBRASKA

Introduction

It is possible, in Nebraska, to set up classes for students with special needs either under an occupational area in the school, or as a separate class or program. We have two options in the second part. Option #1 is offered for one year, with the students privileged to move into a regular program the following year. Option #2 is offered one or more years to those students not suitable for other vocational courses, with an objective of going directly into employment.

At the present time, the special needs students are primarily set up in classes under the various occupational areas. This seems to carry a lesser stigma than those classes set up separately, and it appears that students are more prone to go in this direction.

Characteristics

The age group ranges from 14-17 years in most of our special needs programs. In some cases we have a few students up to 21 years of age.

In the Lincoln Vocational Special Needs Program, the types of needs to overcome include students who come from low income families with poor educational backgrounds, many with health and nutrition problems. Many students are from families on ADC with excessive unemployment. Many are from the minority ethnic groups. They are from culturally deprived families, many who do not have telephones, do not get newspapers, magazines, etc. Some students are emotionally disturbed, with psychological problems, but these are not serious enough to be referred to other agencies. They all lack motivation for obtaining an education or acquiring a job. Many are dependent upon social agencies to take care of them. Some have physical difficulties with their sight and hearing which need correcting. Many need dental care as well. Many are from broken homes and have come up through schools with little special attention and are prime subjects for dropouts. They are put into this group to help motivate them to stay in school and also to interest them in a vocational objective. In some cases, they are being rehabilitated to advance themselves for regular vocational programs. In the training they are divided into small groups and given supplemental education necessary to bring them to the level of achievement whereby they can benefit from occupational course offerings. Some are returned to regular classes when they are able to progress. Some are placed on the job in preparation for the time when they separate from formal education. Considerable effort is made to counsel with parents so they will recognize the need for career planning. Much effort is expended in correcting the attitude the students have toward school and society. Constant counseling and guidance has taken place to meet some of the needs.

Occupational Areas

There were three programs in Trades and Industrial Education, one in each of the counties of Douglas, Lancaster and Sarpy: and one program in Distributive Education in Lancaster. Provisions were made in the "Guidelines for Vocational Education Programs in Nebraska" whereby schools may set up special courses for these persons.

Two classes were conducted on the high school level at Bellevue. In the General Shop class there were 27 enrolled. In the Mechanical Drawing classes, 67 males and four females were enrolled.

In the Omaha Technical High School, five classes were offered. In the Special General Mechanics class, 36 were enrolled. In the three classes of Advanced General Mechanics a total of 77 enrolled. One class was conducted in Stage Scenery Designer with an enrollment of 37.

In the Lincoln High School, three classes were conducted in Woodwork with a total enrollment of 55. Two classes were held in Mechanical Drafting with an enrollment of 71. All classes were on the high school level.

On the adult level, for Distributive Education, two classes were conducted. One class was held at Lincoln High School in Food Service Selling. There was an enrollment of 29, of which 14 were male and 15 female. One class was offered at the Lincoln Southeast High School in Gift Wrapping for Business. Twenty-five males were enrolled.

After the first year (FY 1967) approximately 25% of these students have been rehabilitated and can now enter regular classes. Considerable effort has been put forth to work with community agencies, agencies such as the Kiwanis, in the area of visual impairment, and also the Kiwanis Youth Employment Service. The Lincoln Vocational Special Needs Program started this year with 21 students and ended with 74 students. Twenty-six of these were in job training stations by the end of the year. It is projected that the number of students in this program will more than double for fiscal year 1968.

In the trade and industrial area, the special needs students are primarily located in the Omaha and Lincoln programs. Types of needs to overcome are quite similar to those described above. The students in these classes cannot succeed in the regular vocational programs and are being given special instruction in an attempt to train them for an entry into a single or a semi-skilled occupation in the industrial area.

There were 726 students in these programs in Lincoln and Omaha (FY 1967). Approximately the same number is anticipated for next year. Other trade and industrial programs in the state are much smaller than the Lincoln and Omaha programs, and therefore the special needs students are incorporated in the regular classes, with additional attention given as needed.

In the agricultural area, the special needs students have similar problems to overcome as previously described. These students are training primarily for semi-skilled level jobs in off-farm agriculture occupations such as agricultural mechanics, and ornamental horticulture. One special needs program was conducted last year with 38 students enrolled. This was conducted in separate classes from the regular Program. Another program or two is planned for fiscal year 1968 in this area. The number of students should double. Many special needs students are incorporated in the regular vocational agriculture classes. These will be identified in fiscal year 1968 and about 400 are projected in this category.

Recognizing the need for training for office occupations for students with special needs, the state vocational staff discussed the possibility of such programs with many school administrators. A major problem encountered was the high cost per student of such a program. It was then discovered that these programs would be eligible for funding under ESEA Title I. Fourteen such programs were implemented during the school year 1966-1967. All of them call for intensive laboratory training, which in some cases is coordinated with on-the-job training. The student-teacher ratio is kept at a minimum. The largest ratio of any school is fifteen students per teacher. Each of these programs was promoted, developed, designed and supervised by the state vocational staff, and all of the teachers in these programs are qualified vocational teachers. The reason they were funded under ESEA Title I funds is because vocational education funds are limited and do require matching. Title I funds are more readily available. The programs can be funded completely through Title I. The teachers receive all the help our regular vocational office classes do; however, since these are entirely funded under Title I, we do not include enrollments, etc. under vocational education.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	5,372,342	2,215,980	558,242	2,598,120
Total for Persons with Special Needs	51,994	25,997	--	25,997

NEVADA

Introduction

In 1968 emphasis will be placed upon providing vocational and technical education for persons with social-economic, educational or other handicaps. Considerable work has already been accomplished through the Manpower Development and Training Act, Vocation Rehabilitation services, special education programs in public schools, and by the Department of Interior, Bureau of Indian Affairs. It was realized that more needed to be done for persons with special needs. Upon recommendation of the Nevada State Vocational-Technical Advisory Council, the first effort was providing vocational education in the Navada Youth Training Center for Boys at Elko and for girls at Caliente. These centers are actually classified as schools rather than penal institutions. It was also recommended that efforts be made to aid in the establishment of meaningful vocational education programs for prisoners confined in the minimum security prison at Carson City. Nevada has a difficult problem to meet the entire needs of its population falling within this purpose of the Vocational Education Act of 1963. It must be realized there are numerous Indian reservations in the State; pockets of urban depressed areas combined with a heavy immigration of individuals who lack salable skills.

Much planning and coordination have gone into meeting the needs of persons with socio-economic, educational, or other handicaps. A statewide coordinating committee was established during the year. Some programs were conducted through the State Board and local schools, but primarily financed through Title V of the Economic Opportunity Act. The adult basic education program administered through the Vocational-Technical and Adult Education Division was also brought into play in attacking the problem. A number of programs established under the Manpower Development and Training Act pointed out the need for much greater emphasis in this purpose of the Vocational Education Act. Like other programs, a definite handicap is placed upon the Division because funds are entirely inadequate to do the job that needs to be done in Nevada.

In the projections, it was anticipated to use three vocational agriculture instructors, three home economics instructors, three instructors of health occupations, seven trade and industrial instructors, one distributive education coordinator and two office occupations instructional personnel. These goals were not fully met in all areas. Difficulty was experienced in working with the Nevada Youth Training Centers, primarily because administrative personnel at these centers were not fully cognizant of vocational education requirements. It took many orientation conferences before the full awareness of what the vocational educational education program purposes were; consequently, much time was lost before programs were implemented. Arrangements were made through the Ormsby County School District in Carson City to handle the administrative arrangements and supervision of vocational programs instituted for the benefit of minimum security prisoners. Relationships with other agencies dealing with these persons also involved considerable time before cooperative arrangements in regard to instruction and financing were accomplished. The planning paid off during the second half of the fiscal year. At the Nevada Youth Training Center for Girls. located in Caliente, a training program involving a cluster of occupations was established. Training was provided in the occupational categories of hotel-motel housekeeping aide, counter girl, and waitress. The trade and industrial education service made good headway in establishing an auto mechanics program at the Nevada Youth Training Center for Boys located at Elko, Nevada. Likewise, a special summer program was initiated in the occupational area of commercial art for selected needy students in the Reno area. Full-time training programs for minimum security prisoners were implemented in the occupational categories of laundry and dry cleaning, auto body and fender repairs, auto mechanics, and general metals. Another program that reached the approval stage during the year, but actually was not fully implemented, was in the area of cafeteria management at the Nevada Youth Training Center for Girls at Caliente.

Several conferences were held with the special education administrators and instructors in the Clark County School District in an effort to establish a distributive occupations training program for selected special education students. The program operated in that district at the present time does involve work experience; however, there is no organized in-school related instruction that would supplement the work experience of the student.

An exploratory program approved at midyear in the Washoe County School District involved the employment of a vocational guidance counselor with special training in dealing with needy and handicapped students. The assignment given the counselor was to explore all avenues whereby vocational training could be afforded such students in the district. Seventy-four students were placed on a coordinated work-experience program and many job opportunities were uncovered in the community for such students. A survey revealed a definite need for instituting short-term courses in vocational skill training and related vocational and academic training for the students.

A committee was appointed and directed to meet at least on a monthly basis. This committee involves the Deputy Administrator of Vocational-Technical Education and the Assistant Director of Vocational Rehabilitation in charge of readjustment centers. The committee assignment was to explore all avenues of cooperation between the two divisions of Department of Education and determine what programs might be established through the public schools or through the readjustment centers for needy students.

In the agricultural education service a cooperative arrangement was entered into with the State Welfate Department and Title V of the Economic

Distributive Education

One program for persons with special needs was surveyed in the Las Vegas area. However, due to financial problems, the class did not materialize.

The need is fulfilled as much as possible in the Distributive Education programs. This is done by accepting these persons into the DE program. In doing this, individual programs are set up to help them in their areas.

Homemaking Education

The State Supervisor helped homemaking teachers work more effectively with low income families by arranging an entire day at the annual vocational homemaking teachers conference to be devoted to the objective of identifying the home economist's role in improving the economic status of families.

Trade and Industrial

Sixty persons with special needs are enrolled in classes. Auto Mechanics class are conducted at the Nevada Youth Training Center for Boys, Elko, Nevada; Laundry and Dry Cleaning, Auto Body and Fender Repair and Metal Shop classes were conducted at the Nevada State Prison, Carson City, Nevada. An additional program is being planned in Cafeteria Management at the Nevada Youth Training Center for Girls at Caliente, Nevada.

Curriculum revisions were made at these institutions to adapt to the unique situation the correctional institutions work under.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	**3,671,687**	**595,785**	**570,902**	**2,505,000**
Total for Persons with Special Needs	**89,000**	**43,000**	**25,000**	**21,000**

Opportunity Act administered by the State Welfare Division. A full-time vocational agriculture instructor was employed at the McDermitt Indian Reservation whose assignment was to provide classroom, laboratory and shop experiences to those enrolled in the work experience program. Likewise, a full-time home economics teacher was assigned to the same project to take care of the educational and training needs in home economics, child care and home economics related occupational areas. These programs were funded by Title V of the Economic Opportunity Act but are mentioned here because the recruitment, certification and guidance of the personnel were performed by the Vocational-Techinical and Adult Education Division; likewise, arrangements were made with the county school district for part-time use of the vocational agriculture shop and the home economics department.

A specialized adult preparatory program was conducted by the vocational agriculture service in the occupational area of welding. Title V of the Economic Opportunity Act paid for the instructional salaries, whereas vocational education the the 1963 Vocational Education Act acquired the instructional equipment for the project.

In office occupations training, two programs for persons with special needs were offered, one in the Las Vegas area and the other in the Reno area. Both programs served some 85 adults and here again the programs were conducted in cooperation with Title V of the Economic Opportunity Act administered by the State Welfare Division.

Much time and effort was spent trying to institute office occupations training programs at the Nevada Youth Training Centers for girls at Caliente and for boys at Elko. The interest was high; however, there was difficulty in securing instructional personnel. Staff committee functioned between State Department of Education, Division of Vocational-Technical and Adult Education and the Vocational Rehabilitation Division to develop ways and means to provide training and rehabilitation for persons with special needs.

The Welfare Department has used funds, made available to it through the Economic Opportunity Act, to pay for training programs administered and supervised by the State Vocational Education Division in cooperation with local educational agencies. Likewise, funds made available under the provisions of Title II-b of the Economic Opportunity Act have played an important part in furnishing basic education skills and raising the educational attainment level preparatory to vocational instruction programs.

Occupational Areas

Office Education

Two men and 83 women with special needs were given vocational office educational office education instruction. The programs, which were for adults with special needs were offered in Reno and Las Vegas areas with assistance from Title V Work Experience Program, administered through the Nevada State Health and Welfare, Welfare Division.

NEW HAMPSHIRE

Introduction

The heavy commitment to new construction, and lack of staff prohibited much emphasis on persons with special needs. It was felt that the expanded programs for vocational education now under development at the secondary level will provide opportunities for persons with special needs not previously being served in the academic or general program.

A close working relationship has been maintained with the State Advisory Committee for Manpower Development and Training. A close liaison has been maintained with the Division of Vocational Rehabilitation in hopes that programs for disadvantaged youth may be developed during the coming fiscal year.

At the fall meeting of the New Hampshire Home Economics Association the main speaker, Dr. Francena Nolan, Chairman, Department of Home Economics, University of Connecticut, spoke on the theme, "Working With the Low-Income Family." Delegates to the Chicago Conference and Tri-State Conference in Portland, Maine, on low-income families, reported and gave recommendations for further consideration. Plans were made to continue working with this theme at fall regional teachers meetings. At the regional meetings, each area worked with the low-income family theme on different projects. For example, developing menus for use of surplus foods, assisting families with the preparation of surplus foods, marketing techniques for low-incomes, teaching techniques for students from low-income families, etc.

Among the courses offered for teachers during the summer was Home Management for the Physically Disabled at the University of New Hampshire.

No staff is employed for work with programs for persons with special needs. The consultant for vocational guidance is assuming this responsibility and has developed with other staff members some plan for fiscal year 1968. Attempts to develop programs with individual school districts which have funds allocated for this purpose will be made.

Currently, a three-man task force including a consultant from Vocational Rehabilitation, a Department of Education Consultant in Special Education, and the Consultant in Vocational Guidance is preparing proposals to work on programs for persons with special needs. The programs are to be in the Trade and Industrial field to provide competency at entry level in a variety of occupations. A total of $5,000 is estimated for expenditures in fiscal year 1968 for programs for persons with special needs. This consists of $2,500 Federal, $2,000 State and $500 local funds. The total estimated expenditures for fiscal year 1968 for vocational education in New Hampshire is $3,597,987 consisting of $827,487 Federal, $1940,000 State, and $830,500 local funds.

NEW JERSEY

Introduction

Regular and special programs of vocational education were offered to meet the education and training needs of young people, the disadvantaged pupil, the older worker, the unskilled and the semi-skilled worker, and workers in depressed areas.

Positions of responsibility at the State level have been established for the development of high priority vocational programs for persons with special needs. The Director of Cooperative Industrial Education and Special Needs Program will be the State official responsible for the supervision of this program. The ultimate aim will be to make training available to persons handicapped in many different ways, who cannot succeed in the regular programs of vocational education.

Persons with special needs were provided for within the framework of the Part-Time Cooperative Trade and Industrial Occupations Program. This program was broadened to include slow learners and special education students who, although lacking the potential for the highly skilled job, can be placed in occupations which match their abilities.

Persons with academic and socioeconomic handicaps were provided for at the Newark Manpower Skills Center where basic education courses in English, reading, and arithmetic were included in the training and education programs.

Estimated expenditures for vocational education for persons with special needs in New Jersey for fiscal year 1968 total $600,000, consisting of $300,000 Federal, $200,000 State, and $100,000 local funds. Total vocational education funds are $21,850,000 with $7,725,000 Federal, $6,000,000 State, and $8,125,000 local funding.

New Jersey has established three distinct programs to fit the needs of most students.

Cooperative Trade Education - For high level skill training
Cooperative Industrial Education - For simple skill training
Cooperative Employment Orientation Education - For simple skill training for the mentally retarded

The Occupational Areas

Agriculture

The Agricultural Education staff worked cooperatively with Special

Education in developing programs for pupils with special needs. A program at Bridgeton, is functioning on a pilot basis. Pilot programs have been started for employment orientation in agriculture for special students.

Home Economics

Extension courses geared to meet needs of the teacher-in-service hhave been discussed and planned by each college - Glassboro State College, Douglass College and Montclair State College. Courses have been planned to cope with concerns such as working with the economically disadvantaged. A staff member participated in the "Regional American Home Economics Association Workshop on Low Income Families" held in Philadelphia. The Director met with a representative of O. E. O. regarding program suggestions for management aides in low income housing developments.

Industrial Arts

The educable child has become a part of the regular class in the industrial arts area. Schools are giving these educable students from the Special Education area a chance to work with regularly scheduled Industrial Arts students. The results so far have been gratifying. One school shop is using the mass production method as a means of teaching the educable boy how to use his hands to construct projects. Most of the schools with educable children are scheduling a few of these students with the regular classes and the results here too have been rewarding.

The industrial arts area in one school is the setting for project construction by two educable classes of students. These students participated in the designing and construction of a model car project known as "Pinewood Derby," which was sponsored by the Cub Scouts of America. The students involved demonstrated a great deal of ingenuity in the designing of the models to adapt them for greater speed and yet keep within the rules of the contest.

Trades and Industry

Through cooperation with the Office of Special Education Services, a program which provides cooperative work experience for the mentally retarded has been developed. This unique program is entitled Cooperative Employment Orientation. The New Jersey Rehabilitation Commission worked with us to provide additional aid and service to the mentally retarded students who participated in the Cooperative Employment Orientation program. County Child-Study Supervisors helped to promote and explain the new program for the mentally retarded.

Programs for Vocational Education for persons with special needs are planned for the following occupational areas in fiscal year 1968 in

New Jersey: Agriculture-2 programs, Home Economics-2 programs, Office occupations-2 programs, Trades and Industry-1 program.

Pilot Programs

Pilot programs are being conducted which will provide, sometimes through use of relaxed standards and generous funding, demonstration programs which can serve as examples to guide other school districts. A three-phase pattern is emerging in which pupils at a low level in the junior high school will be exposed to employment orientation, cooperative employment exploration, job conditioning and attitudinal training as well as remedial academic instruction.

Pilot programs in occupational education for the handicapped are being operated in ten high schools for 710 pupils.

1. Bridgeton

   Agricultural Training for Educables - Seasonal 20 to 60 students, Homemaking also.

2. Jersey City

   A. Harry Moore School for Handicapped - Office Procedure for the Handicapped

3. Lower Cape May

   Employment Orientation - 26 students

4. Newark

Introduction to Vocations -	Boys School (Montgomery Street - 75 students)
Four generations of students	Girls School (Girls Trade School - 52 students)

5. Ocean County Vocational-Technical School

   Carpentry for Educables

6. Piscataway

   Conackamack School - Introduction to Vocations (Neurologically Impaired) 24 students

   Quibbletown - Introduction to Vocations (Educables) 35 students

7. Trenton

   Marie H. Katzenbach School for the Deaf - Visual Communications Technology - 40 students

   Total - 315 (Home Economics, Trade and Industrial, Office Occupations and Agriculture)

8. Union County Regional

   Diversified Occupations - 30 to 35 students

9. Union

   Introduction to Vocations (Educables) 15 students

Efforts are now being expanded in the direction of developing new in-school pilot programs of a pre-vocational nature which will better prepare those with various kinds of handicaps to enter such regular programs as Employment Orientation, or as a stimulus to the entering of regular academic or vocational training.

Three pilot programs for Special Needs have just been approved for the balance of 1966-67 and 1967-68.

1. Sparta, in northern New Jersey, for the mentally retarded with 75 to 90 I. Q. for 14 boys and 19 girls.

2. Haddon Township, in central New Jersey, for brain damaged children consisting of eight students who have been carefully selected and who can perform well with machinery. Two teachers are included in the funding.

3. Bridgeton, in southern New Jersey, for the mentally retarded with 75 to 90 I. Q. for 15 students.

On State Board approval, these pilots will be funded 100% for two years and 50% thereafter. In order to start the programs March 1, 1967, these programs had to be funded 100% because the New Jersey school budgets were closed.

In establishing pilot demonstration projects for those with special needs, a four-phase pattern has begun to crystallize in the thinking of those involved at the State level. The phases are:

1. Introduction to vocations for handicapped. This program has already been established for the normal youngster--and might be started with pupils about twelve years of age requiring only some modifications of content so that vocations studied are

realistic in terms of abilities of pupils.

2. Occupational conditioning. This is a pre-vocational program of explorations and evaluations operated within the school in which the pupil participated in simulated work situations--industrial, food service, health care, needle trades, maintenance, custodial, store management, etc. Every effort should be made to establish an atmosphere of working rather than study or skill training while the student is participating in this phase. In the case of the industrial work experience, real products of value will be produced from raw material through the combined efforts of the pupil participants. The situation may greatly resemble a sheltered work shop with time-clocks, break time, and even pay envelopes. Following this phase, pupils will move to phase three or directly to phase four.

3. Simple skill training. In this phase, action will be taken based on evaluation results achieved in the previous phase. The pupil should be at least 14 years old, and only those who have shown a potential for profiting from skilled training should be involved in this phase. This program could resemble the general shop of the area vocational schools although skills taught should be directly connected with possible employment for the handicapped pupils.

4. Cooperative Education for the handicapped. In this phase, pupils from phase three (or even from phase two when conditions warrant it) are placed in part-time employment for pay while attending classes part time. A cooperative program for the mentally retarded has already been established and this program has now been standardized.

NEW MEXICO

Introduction

For the most part the development and supervision of vocational education programs for persons with special needs is under the direction of the appropriate vocational service State Supervisors, under the coordinatorship of the State Director of Vocational Education. Except for some special programs, which have been developed and are being operated successfully at certain large high schools, the State has been expanding regular vocational education programs and enrolling persons at the secondary level with special needs in these programs. Individual attention can then be given to these individuals. This plan of operation is deemed necessary because of the very large number of small high schools in the State. The State, through both special and regular vocational education programs, offers occupational training to over 3,600 persons with special needs.

The Programs

It is estimated that some 1,100 students enrolled in the regular high school vocational agriculture programs could be classified as students with special needs. This estimate can be reinforced by the fact that in many areas of the State the student population is largely Mexican-American or Indian.

A new program in landscape maintenance, primarily designed for school dropouts, is operating at the Technical-Vocational Institute in Albuquerque.

In the Carrizozo Public Schools, some 35 disadvantaged boys and girls are receiving occupational training. Both groups are receiving remedial basic education. In addition, the boys are receiving basic trade skill instruction through the vocational agriculture program and the girls are receiving basic home economic and health occupational skill instruction to prepare them for occupations in hospitals, motels and food handling and serving establishments.

The Divisions of Office Education, Home Economics, Health Occupations, and Trade and Industrial Education are working closely with the State correctional institutions in planning and setting up programs. These same divisions are working with the State Schools of the Visually Handicapped and for the Deaf on program development and implementation. Training is being provided in twelve trade and skill areas at the New Mexico's State Girls' and Boys' Schools. Home Economics has had a pilot program in housekeeper aide at the adult level, and there is every expectation that this vocational service will implement during the year programs in child care aide, food handler, motel aide, and florist aide.

A basic course in Nurse's Aide is being offered at Northern Mexico Area Vocational School to provide assistant aides to Public Health personnel in rural Migrant Health Programs and in extremely rural health centers and hospital facilities.

The new area vocational school at Roswell will move rapidly into the development of programs to serve persons with special needs. This represents the greatest hope for promoting special needs vocational education programs on a State-wide basis.

The Vocational Core Program

The Vocational Core Program at Hobbs is outstanding in innovation and ongoing practices. Some 150 students are now being served by the program, and it is being implemented at both the Hobbs Senior High School and the city's Houston Junior High School. It is designed to serve the needs of students who, for reasons of an economic, cultural or academic nature, have no interest in or ability to adapt to a regular school program and, therefore, are potential dropouts. The Vocational Core Program has three basic components--a flexible school schedule for each student, the Vocational Core class, and on-the-job experience. ....

The flexible school schedule includes subjects (academic and/or vocational) which will serve the special needs and interest of the individual student. This schedule is planned and decided upon by the Vocational Core instructor, the school principal and the student. The Vocational Core teacher is careful not to let the student take any course that would cause him to drop out of school, and no Vocational Core student is placed in a class where the teacher does not fully understand and appreciate the purposes of the Vocational Core Program and is not cognizant of the problems of the Vocational Core student.

Each student in the program is enrolled in the Vocational Core class which is conducted by the Vocational Core teacher--the heart and coordinative force of the program. For some students this class is a two-or three-hour block of time; while for others it may only be one hour, and then not for every day in the week. The boys in this class, both at the junior and senior high school levels, participate in activities which are aimed at strengthening their communication and social skills, providing citizenship training, offering practical economics, and helping them with their personal adjustment, health and appearance problems. Typewriting is also an important activity in the Vocational Core class. In addition to the above activities, the girls participate in home economics and health occupationally related activities. For both the boys and girls, individual and group counselling and guidance is a vital activity in the Vocational Core class.

All the Vocational Core Programs offer the student an opportunity to obtain and succeed in a job outside of school. The Vocational Core teacher plays a key role in helping the student to get and hold the job, and he works closely with the student's employer or work supervisor. The junior high boys' program uses principally the chain groceries in the community for its source of employment. Also, the boys at Houston Junior High School participate in a plan whereby a percentage of their earnings are placed into a savings account. The high school boys in the program work at various occupations, depending upon their qualifications or areas of interest in which they can secure employment. Some of these are welders, plumbers, fry cooks, workers in dry cleaning establishments, etc. The girls, both in the junior and senior high programs, work at a variety of jobs--as teachers' aides for elementary or special education teachers, as office workers or aides in non-profit institutions (hospitals, nursing homes, etc.) or as homemaker aides in private homes.

At the secondary level, some of the boys and girls have the privilege of working at a steady job where the only connection with the school is the Vocational Core teacher. However, one of the principal objectives of the Vocational Core Program is to guide the student back into the regular curriculum whenever this is possible. In fact, many students after participating in the program have returned to the regular curricula of the schools.

Research, Experimental and Developmental Programs

The State's Research Coordinating Unit is working on a special study of students who are mentally retarded and a system of early identification and vocational training for such students.

A project has been submitted by the Las Cruces Public Schools to follow dropouts through work supervised experience in the Neighborhood Youth Corps Program. By using pre - and post-tests the project will determine if attitudes and social values have changed.

Evaluation and Follow-Up

The State's RCU is conducting or will be participating in the following follow-up projects during FY 1968.

1. In cooperation with the New Mexico State School at El Rito and the Manpower Division of the State Department of Vocational Education, the RCU is helping to prepare a final report on the three-year follow-up of persons graduating from training programs at the school.

NEW YORK

Introduction

The local development of specialized courses to meet the needs of school drop-outs has been encouraged and guided through planning sessions with teachers and administrators.

The availability of diversified occupational curriculums at the developing area centers and the expansion of existing programs in the major urban areas to include a wider spectrum of curriculum opportunities encouraged students to remain in school. In the fields of business and distributive education, the establishment of orientation-to-work and sales-supporting occupations courses designed primarily for students experiencing learning difficulties has improved the school retention of potential drop-outs. The development of second track or lower-skill level offerings and short-term intensive non-prerequisite courses has a special appeal to those students unable to identify a vocational objective. Emphasis on manipulative skills and laboratory oriented project activities together with some type of compensatory work experience provide an incentive for the prospective drop-out to remain in school.

Occupational Areas

Trade and Industry

During the year, attention was given in four counties to the organization of programs to meet the special needs of educationally disadvantaged groups in the trades and industry curriculums. Types of courses designed to serve these groups were second track automobile mechanics, general metal shop, general occupations, maintenance and repair and automotive service station attendant.

Office Occupations

The office occupations offered a wide variety of job opportunities for physically handicapped persons. Special attention has been directed to the planning of facilities that are conducive for training these individuals. The professional staff of the New York State Education Department responsible for educational programs for the physically, mentally and emotionally handicapped was engaged actively in the planning of special or modified courses to accommodate the particular needs peculiar to the individual students.

2. A project submitted by Hobbs Municipal Schools has been funded by the RCU. This is a follow-up study of past Vocational Core Program students to evaluate the success of the program for the purpose of curriculum evaluation and research.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	4,230,727	1,591,250	339,467	2,300,000
Total for Persons with Special Needs	90,000	45,000	--	45,000

Distributive Education

At this point, distributive education programs for persons with special needs have been limited in number and somewhat experimental. Successful experience with occupational training in the distributive education service and public contract jobs initiated under the Manpower Development and Training Act has resulted in the development of special courses of study and curriculums for use in several metropolitan areas. Experimental projects involving upgraded classes were offered for persons with special needs to prepare them for positions as wrappers, packers,checkers, inventory clerks, warehcusemen and stock maintenance personnel and they appear to be quite promising.

Agriculture

It is recognized that there are employment opportunities in the agricultural field for persons having a wide range of ability levels. In assisting with the planning of programs, consideration was given to the individual differences in ability levels of student for both high school and out-of-school persons to better accommodate their needs. During the year, assistance was given for developing ornamental horticulture programs which served youth identified as brain damaged, emotionally disturbed or otherwise educationally handicapped.

Home Economics

During the 1965-66 school year, personnel in the New York State Education Department responsible for home economics education initiated a series of endeavors designed to provide instructional and developmental programs for persons with special needs. District workshops were conducted for the purpose of exploring developments and progress relative to educational programs for the disadvantaged. Reviews and reactions were made to proposed plans by a non-profit agency in one of the large cities to provide an occupational training program for teen-age girls with social and emotional problems. Ways to strengthen program proposals in area occupational centers were proposed to broaden the guidance and instructional service for limited learners identified as potential drop-outs. Assistance was rendered to local communities in developing courses to enhance personal employability and provide orientation for students at the early secondary level who have social, economic and educational handicaps.

Inter-Agency Cooperation

Suggestions and resource materials were provided through conferences with local community action program personnel for the development of the Economic Opportunity Act projects to echance the environment of pre-school age children and upgrade the homemaking skills for women in the lower economic areas. Resources of a non-profit agency were supplemented in the development of a personal and counseling service for women. Cooperation was given a non-profit educational agency in the evaluation of teaching resource materials developed for use in improving skills and understanding and redefining values and standards for homemakers in culturally and economically deprived homes. Suggestions to strengthen educational opportunity for children from low-income families were provided for the proposed Elementary-Secondary Education Act programs. Assistance was also given to teacher educators in planning a summer workshop on "Teaching Home Economics to the Disadvantaged.".

Research

The following "in-house" research study has been initiated for 4 (c) funding: "A feasibility Study to Investigate the Use of Mass Media to Mold and Influence Public Opinion and the Disadvantaged as to the Importance of Occupational Education for the Disadvantaged."

The following local level research proposals have been funded under 4(a) grants and are either in full operation or in final stages of development:

1. "A Research and Experimental Junior High School Study to Measure the Effectiveness of Reducing Stress Factors in A Special Pre-Vocational Program for Boys over 14 who are Academically Retarded, Lack Basic Skills, and Often Have Personality Problems."
2. "The Evaluation of the Effectiveness of a Pilot Program for Under-Achievers."

Although findings from recently initiated research studies are inconclusive at this time, it is anticipated that these will provide valuable indices for effective means of strengthening occupational education programs, particularly in the areas of occupational information dissemination and programs for persons with special needs.

Outstanding features, Strengths and Weaknesses of the State's Program.

The reorganization of the Department services to provide for the planning, development and implementation of a total occupational education program to meet the needs of all the State's Citizens has proved beneficial. The establishment of goals to maximize training opportunities for all with emphasis on those persons having special needs has resulted in the development of a continuous sequence of courses and curriculums representing the total spectrum of occupational education.

Curriculums were revised and training devised in occupational clusters to better begin meeting the needs of persons associated with the lower socio-economic levels, lesser educational abilities or disadvantaged by physical handicaps.

In several curriculum areas, a shortage of qualified instructors is acute, particularly those prepared to work with out-of-school youth, adults and the disadvantaged. The necessity to adapt instructional activities to meet the needs of students with varying levels of ability is being achieved but must be extended to adults and persons with special needs.

Program emphasis to date has been on the development of pilot programs for persons with special needs. A representative sampling of pilot programs being conducted across the State follows:

Special Needs Study - A county-wide study to: determine the youth population with special needs and the employment opportunities available to them; enlist the cooperation of schools, business-industrial community, governmental agencies and interested groups concerned with the disadvantaged; develop curricular innovations to meet needs; establish methods of evaluating the program; orient staff members in implementing evolved plan; determine facilities, equipment, staff needed to carry out programs.

Occupational Education Work-Experience Program for EMH - educable mentally handicapped students entering the secondary program will take a curriculum designed for four years. Each school year to be a phase planned to develop students' potential and prepare him to take part in the world of work. With teacher guidance and direction, pupils progress on individual basis.

Phase I - orientation period during which student learns to adjust to school surroundings; follow rigid schedule; gain poise and self-control, become familar with world of work; gain competence in basic skill subjects; grow in self-realization to a point where he more readily accepts handicap without personal shame; investigate job opportunities available; perfects job interview techniques; realizes necessity of positive interpersonal relationships.

Phase II - extension of Phase I, but also includes detailed Job Analysis section relative to local community; how to get and hold a job in preparation for in-school and out-of-school work experiences; guidance in the use of functional skill subjects as independent agent while working in community; broadening experience in citizenship, local government and regional geography.

Phase III - incorporates an in-school work-experience program where students are placed within the school structure as workers without remuneration in such services as: bookroom helper, custodian helper, audio-visual deliveryman, office messenger, cafeteria helper.

Phase IV - provides half-day work-experience program conducted in the community with the remaining day devoted to correlating in the classroom experiences faced on the job. The basic aim of this phase is to enable the pupil to gain at the level of his ability, the skills required to retain a job after graduation from the four-year program. The program is supported with funds from VEA '63 and Vocational Rehabilitation.

Summer Occupational Education Programs in the Large Cities - to help alleviate potential unrest of unoccupied youth in the large Metropolitan areas during the 1967 summer months, short-term occupational education programs were made available in the large cities to students identified by appropriate school authorities as potential high school dropouts, unemployed out-of-school youth, seniors who had not as yet made an occupational choice and high school students who lacked employable skills.

Project GROW - provides potential dropout students with a program consisting of: guidance in analyzing strengths and weaknesses so that new goals may be established and plans developed to increase opportunities for well adjusted, productive adult lives; remedial and developmental programs in communication skills and numberical processes; occupational orientation in ornamental horticulture, office skills, distribution, dental assisting, cosmetology, drafting, service station operation, building construction, graphic arts, work-experience to assist in appreciation and understanding of the working world.

Recognition of the emphasis needed in encouraging the development of programs for persons with special needs in the cities was provided through financial support at the local level. Two-thirds of the funds allocated to the Big Six Cities were categorically designated for the purpose of developing and expanding programs for persons with special needs.

Committees have been organized for the development of curriculum materials appropriate for use at the secondary level for persons with special needs in the areas of agriculture and home economics.

In addition to the pilot programs being developed and conducted, exploration has been made with one of the big six cities and an area program regarding the possibility of an extended school year and the subsequent effect on scheduling occupational education programs. Of particular concern and interest would be the implications of freeing facilities and equipment for the scheduling of occupational education programs for persons with special needs.

A proposal to the State legislature submitted by the Board of Regents requests State appropriations to supplement Federal monies for work-study funds for vocational students. This request is a part of a massive attack on urban education problems.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	78,700,000	17,000,000	32,500,000	29,200,000
Total for Persons with Special Needs	9,300,000	2,900,000	3,600,000	2,800,000

NORTH CAROLINA

Introduction

Redirection, expansion, and improvement of vocational education programs continued this year in line with the objectives and purposes of the Vocational Education Act of 1963 and related policies adopted by the State Board of Education in 1964. A suggested pattern of courses was set up in 1963 with the intention that local school unit planning committees and administrators would select from it those courses best suited to these localities. This pattern begins with tenth grade exploration, with courses in "Introduction to Vocations" and/or "Home Economics 1-711.1 or 711.2" and/or "Introduction to Agriculture. Ninth grade level courses, initiated or redesigned within the past three years, are survey courses to introduce students to a wide variety of courses. Tenth grade courses afford opportunity for further exploration of clusters of occupations, including "Home Economics 11, "Introduction to Industrial Education: "Agricultural Science and Mechanics" and "Basic Economics for Business Occupations. Eleventh and twelfth grade specialization present diversified sequences of specialized courses in Home Economics, Trade and Industry, Agricultural Education, Distributive Education and Vocational Office Education to prepare students for employment upon graduation or for continuation in Vocational or Technical education at the post-secondary level.

The Occupational Areas

Agricultural Education

Greater emphasis is being placed this year on such courses as Ornamental Horticulture, Agricultural sales and services, Agricultural Machinery and Equipment and Agricultural Chemicals.

Home Economics Education

Emphasis is on basic courses in homemaking in most schools, with newer occupational courses designed to prepare students for jobs under purpose 4 (a) 4. They include custom sewing, housekeeping aide, day-care and food service.

Distributive Education

With the development of the trade preparatory programs Distributive Education has been extended to more and more consolidated rural schools. There are now special programs for persons with special needs, and joint programs in cooperation with vocational agriculture preparing students for entry-level employment in "Agri-business."

Trade and Industrial Education

Increasing labor demands have made this the fastest growing program in vocational education in North Carolina. Prior to 1963, instruction was limited to grades eleven and twelve. Since then, a series of tenth grade courses have been developed and were introduced in 61 schools last year. These courses are being further expanded this year and should serve to hold potential dropouts. In addition to the traditional cooperative program in grades eleven and twelve, which is being expanded this year, 33 trade preparatory courses have been developed to provide a more diversified curriculum.

Vocational Office Education

In 1965-66 six reimbursed programs were approved for Office Education. In 1967 the program has expanded significantly with further expansion planned for fiscal year 1968. The cooperative work experience program in Office Education is recommended for schools in urban areas.

The number of students enrolled in courses especially designed for persons with special needs has more than doubled the enrollment for last year. However, the number enrolled in special classes remains comparatively small. In many schools, the most appropriate way to deal with students having special needs is through individualized and small group instruction within regular programs.

The Division of Vocational Rehabilitation, State Department of Public Instruction, has an extensive program for both youth and adults who are physically or mentally handicapped. The State Board of Education has authorized the employment of a person in the Division of Vocational Education to devote full time to the development of occupational programs especially designed for youth with special needs. This additional staff should result in the expansion of this part of the vocational program. Several pilot projects are already on the drawing board.

The changing employment pattern within the State has increased the need to provide additional preparatory and supplemental training for disadvantaged persons who seek to enter the labor market. The post-secondary institutions operate under an open door policy, where the door of opportunity is open to anyone. Testing is used for counseling and placement. Persons with basic educational deficiencies or special needs are identified and directed into a program consistent with their need and capability. Institutions are using several methods to correct educational deficiencies. Basic adult education, developmental study courses, or programmed instruction is used to correct deficiencies in English, reading, mathematics, or science. A program of basic adult education and occupational training is provided by those institutions located near one of the State's prison units. Rehabilitation of short-term prison inmates is being aided through voluntary enrollment in this program by prisoners.

At all levels, greater emphasis is placed upon providing programs which reduce academic deficiencies. Individuals are encouraged to enter occupational training upon removal of the deficiency. A few occupational areas are offered which do not require a high level of academic proficiency. However, individuals are encouraged to seek the highest level of education and training of which they are capable.

The estimated expenditures for persons with special needs for North Carolina in fiscal year 1968 is $50,000, of which $25,000 is Federal, $12,500 is State and $12,500 is local funds. The total expenditures for vocational education purposes under all vocational education acts for North Carolina in fiscal year 1968 is $43,381,943 of which $8,966,196 is Federal, $28,015,197 is State and $6,400,550 is local funds.

NORTH DAKOTA

Introduction

Plans are in process for the development of programs for persons with special needs in fiscal year 1968. The estimate of total expenditures for vocational education includes $32,400 for this purpose, $12,500 Federal, $18,900 State and $1,000 local funding. The total expenditures for the State for Vocational Education is estimated at $4,260,671 of which $1,271,595 is Federal, $1,006,065 State, and $1,983,011 local funds.

The Occupational Areas

Three programs will be operated in Trades and Industry in three counties. In addition to these, area vocational schools will offer programs for persons with special needs in the following occupational areas:

Agriculture	1	Program
Distributive Education	1	Program
Home Economics	1	"
Office Occupations	1	"
Technical Education	2	"
Trades and Industry	1	"

Cooperation With Other Agencies

A very successful program is in operation at the North Dakota State School of Science at Wahpeton, North Dakota for the training of the blind for occupational competency. This is a cooperative venture of Federal and State Vocational Rehabilitation and Vocational Education programs. Students spend 40 hours a week in shops and classrooms, about equally divided. Students are all men, ages 18 to 55 from many states. Plans for this program to be continued under State sponsorship are now being developed.

OHIO

Introduction

A coordinating committee with representation from each of the vocational education areas, is providing leadership in the development of programs to serve youth with special needs. The position of supervisor of disadvantaged youth and work-study programs has been established as a means of expanding efforts in this area.

Vocational education programs designed specifically to serve youth with special needs in Ohio are of three main types. There is the occupational work experience type which involves a student half day in school and one half day on service level jobs of an interrelated nature. The job education is learned on the job and the remedial, compensatory, and related information necessary for proper work adjustment is learned in school. The second type of program is called the in-school preparatory and is offered in each of the major vocational service areas. The programs are conducted in laboratories, shops and classrooms within the school with occupational work experience placement being included as a supplemental part rather than a basic part of the curriculum. The third major type of program is designed for the large city's specific problem. These are embodied in the description and programs beginning to operate in Ohio through our large city centers for vocational rehabilitation and job preparation. These centers combine the multiple facets of education, occupational experience, work-study and rehabilitation programmed toward the student's need and centered around their individual job goals.

Presently Ohio's schools have 145 programs of occupational work experience programs in operation. These programs enroll 2,875 boys and girls in 76 different school districts. In addition, there are 1,736 boys and girls in 83 different in-school preparatory programs for youth with special needs. The center for rehabilitation and job preparation being piloted at the Edison Center in Cleveland's inner city area has enrolled 94 students. Other centers are being planned.

Two residential vocational schools have been developed for disadvantaged youth and adults. These two centers, The Mahoning Valley Vocational School, located at the Youngstown Air Base near Vienna, Ohio for youth sixteen to twenty-one years of age and the other located at Jackson, Ohio for out-of-school youth, are the only such residential centers established in the nation under state vocational education direction and with the assistance of Manpower Development and Training Act funds. 1,441 unemployed or under-employed males, 16 to 21, completed training programs at Mahoning Valley in 16 different occupational areas since 1964.

While several hundred trainees left the Center to accept employment before graduation, 3,590 of the graduates, including 57 in the military, have been placed in jobs related to their training. This is a controlled environment constituting an ideal residential vocational school. It has four dormitories housing 485 men. Those are 23 class sections operating five at night, with coordinated basic education programs. Programmed instruction has been used successfully with 300 different kinds of programs. There is a reading improvement center, each with carrels, special equipment and special teachers. Team teaching is used with vocational instructors and basic education teachers working side by side.

A large measure of its success is due to the close cooperation between the Division of Vocational Education, the Bureau of Unemployment Compensation, and the Bureau of Vocational Rehabilitation.

Three area vocational-technical schools have a Bureau of Vocational Rehabilitation diagnostic and evaluation unit as an integral part of the center. These units couple the vocational rehabilitative services, remediation, and follow-up with job preparation programs as an aid for preparing youth with special needs.

In addition to the aforementioned programs designed specifically for youth with special needs, approximately 14,000 students who have special needs are currently enrolled in regular vocational education programs in Ohio.

Staffing

The growth of the Vocational Work-Study Program coupled with the need for leadership and direction in the area of developing vocational programs for youth with special needs pointed to the need for the establishment of a supervisor of disadvantaged youth and work-study programs. This appointment enabled Ohio to develop sound allocation and contracting procedures which permitted the allocation of $1,016,483 for vocational work-study programs during the 1966 fiscal year. This position has also brought about the development of a coordinated effort and standardized guide lines in regard to vocational education programs for youth with special needs in FY 1967 and 1968.

Junior High School Programs

Cleveland public schools will begin vocational information and training classes for 700 students in five junior high school next semester. It will be the first large scale vocational program for eighth and ninth graders. Classes will be offered at Wilson, Addison, Patrick, Henry, Lincoln, and Rawlings. The program is an expansion of a pilot project at Addison.

About 500 eighth graders will attend job guidance information classes. Teachers in industrial arts, English and social studies will discuss this information in their lessons. Another 200 ninth graders will earn $2.50 a week in dropout prevention programs designed to encourage "favorable attitudes towards work and maintain an interest in school."

Girls will cook or sew aprons and boys will make toys for kindergarten classes or build flower boxes during an extra shop or home economics class.

A third phase of the program will train 240 tenth graders in basic job skills at six high schools. Girls will study health service occupations, while boys repair small gasoline engines and learn metal work. These classes will be at Glenville East Tech, East John Hay, Lincoln, and West high schools.

Occupational Areas

Agricultural Education

A workshop was held June 15-30, 1965, on Teaching Disadvantaged Youth. Its purpose was to provide teachers with the competency to conduct programs to meet the needs of disadvantaged youth. It was held for 7 1/2 hours daily; 97 1/2 hours total. 15 Teachers participated. The consultants were from the staff, university specialists, and State Department Specialists.

Programs for disadvantaged youth may be established in vocational agriculture. Those to be served are youth with limited ability (I.Q. 75 to 90). Successful programs of this type have been in operation in Warren and Cleveland for several years. Graduates would seek employment as groundskeepers, park employees, and greenhouse workers and other semiskilled vocations.

A pilot program was conducted in agricultural education for disadvantaged youth. All of the pilot programs were conducted with the students enrolled in a separate class for the technical and related instruction and the laboratory experience was provided by the school or on-the-job training through a cooperative education program. Throughout the year members of the supervisory staff met with the teachers conducting these programs to note progress being made and make recommendations for the continuation of the pilot program. State and local advisory committees have been used to give direction to these programs.

Business and Office Education

A workshop was held in June 1966, on a grant basis for teacher upgrading, "Disadvantaged Youth, Clerical Services." It was of two weeks duration, 16 teachers attended at the University of Cincinnati. A report was prepared by Cincinnati Supervisor John Roman on the subject.

A pilot program for disadvantaged youth (DAVY) in Clerical Services was conducted at Bucyrus this year. It was abandoned for several reasons, primarily due to lack of firm placement in this rural county seat. It would seem to indicate that we need to further train teachers in this program, and be more sure of placement potential before approving further programs. Those planned in 1967 are keyed to metropolitan areas and the suburbs around metropolitan areas. The Cincinnati DAVY Programs is still the best.

This type of programming in the urban and suburban communities will continue, but the problems indicated in the rural areas will have to be solved. In effect, city problems are minor as compared to rural problems in school programming. The Ohio Joint Vocational School District law provides a solution.

Home Economics

There has been an increase in programs for the slow learner. To supplement students' (teachers in training) experiences, both from the standpoint of adult education and low economic groups, arrangements were made for a field trip to several programs, some of which are cooperatively sponsored by the Metropolitan Housing Agency, the Welfare Department and the Cincinnati Public Schools. Senior students developed plans and gave a demonstration relating to play materials appropriate for pre-school children. The group of mothers were participants in a neighborhood project in the Economic Opportunity Program.

At Ohio University this year the Department of Home Economics Education at Ohio University and the Occupational Therapy Division at the Athens State Mental Hospital worked together to develop a home economics program for the women who were almost ready to be released. Courses were taught in consumer education, personal grooming, clothing construction, and wage earning. All of the student teachers observed and had limited participation in this program. Five of the student teachers had teaching experience in these classes for one semester.

"The Efficacy of Home Economics Courses Designed to Prepare Disadvantaged Pupils for the Dual Roles of Homemaker and Wage Earner" is the second cooperative research project involving Cornell, Purdue, and the Ohio State Universities. The purpose is to demonstrate the effectiveness of a homemaker-wage earner course with a curriculm and materials for teaching especially planned for work with the disadvantaged.

At Bowling Green State University, teacher educators and child development personnel cooperated with psychology, sociology, and education for slow learner areas to draw up a project for federal approval. The teacher education personnel is coordinating the program consisting of two Head

Start training centers serving as training laboratories as well as teaching the home economics portion of the program.

Trade and Industrial Education

Considerable effort by staff personnel was provided to the Ohio Youth Commission for the establishment of sound vocational programs in Ohio's institutions at Lancaster-Fairfield School for boys, Mansfield Reformatory, Scioto School for Girls. Additional assistance was given to the establishment of programs at the Soldiers and Sailors Orphan Home, Training Institute of Central Ohio, as well as the Federal Reformatory at Chillicothe.

Through membership on an inter-agency committee assistance was given to the Department of Mental Hygiene to coordinate program activity in public schools.

Special Projects

Two outstanding programs in Vocational Education for persons with special needs have been developed in Ohio. They are known as Vocational Rehabilitation and Job Preparatory Centers.

Operated by the Cincinnati Public Schools, pupils may enroll at any time and may advance as rapidly or as slowly as suits their needs, abilities and interests. No one fails. It uses the simulated approach to training, resembling a large company, with time clocks, close supervision, and one part of the daily training related to production of a useful product.

This center is coeducational for in-school or out of school youth and includes any person, 14-20 years old who can profit from the Center. Pre-skill training is followed by skill training and job preparation in office services, mechandise handling and delivery, health and homemakers aides, warehousing and transportation, small appliance repairs, child care, food preparation and service, fabric service and product fabrication.
Work study is a significant part of the program. Pupils may work for pay 45 hours per month in public or private agencies.

The Cleveland program is found at the Thomas A. Edison Occupational School in the Hough Area. This is for boys only who find it difficult to follow the regular junior and senior high school courses of study with any degree of success, and who are seeking practical training for employment. To learn by doing is the keynote of the school's functional program, with equal emphasis upon remediation in communications and numbers skills as well as in academic subjects of science and social studies. There is a strong guidance and counseling porgram, with supportive services secured from Vocational Rehabilitation. A full-time work experience coordinator has been placed in the school by the Neighborhood Youth Corps for the in-school work experience program. Occupational areas include engine mechanics, small appliance repair, production woodwork, shoe repairs, horticulture, building maintenance, office production, engine lothe operating and occupational work experience labortory. Three classes are operated on the Sheltered Work Shop plan (earn while you learn) and produces small projects for sale.

The supportive health services include a physician, a nurse, a dentist, a dental hygienist, a medical aide, a speech therapist and a psychologist part time. 750 boys grades 7-12 are currently enrolled.

Other Activities of the State Staff

The State Division of Vocational Education has issued a special bulletin describing programs for persons with specail needs. This includes the occupational work experience program, in-school preparatory programs and the center for vocational rehabilitation and job preparation.

A very close working relationship has been established with the State Employment Service through the common efforts of the Manpower Development and Training Act. The cooperative relationships developed in regard to the Manpower Development and Training Program have proved to be of use in the development of the total program of vocational education. A close working relationship has also been established with the Ohio Office of Economic Opportunity and Appalachia. This has resulted in support for vocational technical education in the Appalachian area of Ohio in addition to other valuable assistance.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	36,166,576	12,414,665	10,384,402	13,367,509
Total for Persons with Special Needs	324,559	65,301	137,346	121,912

OKLAHOMA

Introduction

The State Supervisor of Special Services is charged with the dual responsibility of developing programs in vocational education for persons with special needs. Directing the implementation of the "special needs" programs is the responsibility of each vocational service State Supervisor and his staff.

Some 4,000 persons in the "special needs" categories are being served in special or regular vocational education programs throughout the State. The State is to date concentrating much of its vocational education program effort in serving the following special needs groups: the physically handicapped (deaf and blind), trainees in public welfare institutions, and inmates in correctional institutions.

The Occupational Areas

Agriculture

Almost 1,800 students with special needs are receiving instruction in this vocational service. The majority (approximately 1,500) are receiving training in agriculture production; other programs are agricultural supplies, agricultural mechanics, and ornamental horticulture.

Distribution

A pilot program in this occupational field is operating at the Oklahoma School for the Blind.

Health Occupations

Nurse aide classes have been conducted for selected inmates at the Federal reformatory, for welfare recipients, and for Neighborhood Youth Corps students. Students with special needs are also being served in the State's practical nursing schools.

Home Economics

A training program in food service is being implemented at Oklahoma School for the Deaf. Also, a home economics for gainful employment program is being offered for students at the orphan's home and public welfare institutions at Taft.

In cooperation with the Adult Basic Education program, Home Economics is developing a personal services training program at the adult level. Gainful employment home economics is being offered at Central State Hospital at Norman and the State home economics staff has provided cooperation and consultant services for this rehabilitation project in home economics training. Also, in the Altus area, home economics training is being provided to the wives of migrant farm workers. This is a multi-agency effort.

Office

Some 20 students are receiving unit record training at the Oklahoma School for the Deaf at Sulpur. A total of 40 persons are enrolled in general clerical training with unit record familiarization at the Reformatory for White Girls at Tecumseh and at the Reformatory for Negro Girls at Taft.

In Oklahoma City some 20 pregnant girls are receiving cooperative office education training. The program is enabling these girls to finish their schooling. A number of office occupational categories are included in this program and the on-the-job training phase of the project is being provided by such organizations as the American Red Cross, Ministerial Alliance, interested civic organizations, etc.

Trades and Industry

Special programs in specific trade occupations have been initiated in the State's boys' and girls' correctional schools. Training in the trades occupations is also being offered in the orphan's homes of the State. In addition to these special programs, some 1,600 students with special needs are being served by regular trade and industrial education programs.

A basic education (functional English, etc.) program for the academically handicapped high school vocational student is being offered at Watonga.

Ancillary Services

Teacher Education

Special emphasis has been given to the training of additional trade and industrial instructors to work with students with special needs.

Curriculum Development

The Oklahoma Research Coordinating Unit has identified as one of its priority tasks for 1968 that of developing programs of vocational education for low ability students.

Research, Experimental and Developmental Programs

A program for partially educable, mentally retarded adults will be examined for feasibility and possible learning experiences in cooperation with the State Department of Vocational Rehabilitation and the Midwest City Public Schools. Plans are being made to offer a cooperative program at Elk City to provide vocational training for educable, mentally handicapped youth.

Under the sponsorship of the Ford Foundation the following project is being conducted: "The Rehabilitation of School Dropouts in Oklahoma City; An Experimental Appraisal."

Oklahoma State University, under the sponsorship of the State Department of Vocational Rehabilitation, is making the "Oklahoma Survey of Physical Disabilities."

Oklahoma State University, under the sponsorship of the U. S. Department of Labor is conducting "An Evaluation of Institutional Vocational Training received by American Indians through the Muskogee Area Office of the Bureau of Indian Affairs."

It is anticipated that the State-wide survey which has been conducted of all seniors terminating vocational training will have significant implications for vocational education of persons with special needs.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	17,418,295	4,084,295	1,647,000	11,687,000
Total for Persons with Special Needs	40,000	20,000	10,000	10,000

OREGON

Introduction

Research studies conducted in the State reflect the need to provide realistic educational programs for large groups of students with socio-economic and academic problems that inhibit maximum development in school. Recent statistics indicate that approximately 22 percent of Oregon youth become dissatisfied with their educational environment and leave high school before completing grade 12. It has been estimated that as many as 25 to 40 percent of the students that do remain in school achieve little by being there because of interest, ability, economic or social problems and would drop out of school if it were not for family, peer groups, or social pressures that oppose such action.

Special vocational programs are being developed to provide for these youth the type of meaningful education so important to them at this crucial stage in their life, and at the same time prepare them for a productive place in the work force.

Vocational funds have been used, as well as time of the state vocational staff in cooperation with school officials in five geographic areas in the state and the University of Oregon, to develop a proposed personalized education program for the school dropout or potential dropout. The program is for the out-of-school or the in-school youth, both boys and girls, who have failed to benefit substantially from their high school educational experience. It is designed to reorient, on an experimental basis, a minimum of 19,500 high school age youth within the next five year period. After the five year experimental period, the program will be expanded, providing funds are available, to reach and help the balance of the socio-economically and academically deprived youth in the state. Participants in the program will receive intensified guidance and counseling, occupational orientation and instruction, and appropriate on-the-job work experiences. Steps will be taken to identify the students' educational weaknesses and suitable remedial instruction will be included in the reorientation process. For those youth whose living environment is unsatisfactory, adequate home environment will be provided as well as the physical and cultural needs of these underprivileged.

A number of students, considered to have special needs, are served continuously by regular vocational programs. Although such students are recognized and provided with special educational and experimental treatment, they are not set apart or grouped into special categories. It is recognized that these students do exist and are being assisted even though they may not be identified as those being served by the special provisions of the 1963 act.

Occupational Areas

Home Economics' Special Needs Programs

Portland Community College, in cooperation with the Department of Special Services, Portland Public Schools, continued and expanded a series of classes for parents of children with "hesitant speech." This program was initiated during the 1965-66 school year. Two series of classes for parents with elementary children were held in two locations within the school district. A new series for high school students and their parents was initiated by the Adult Family Life Education Division. Program development is underway to meet requests for training diet therapy aides to work under a qualified dietician in areas where there are extreme shortages of trained persons to meet Medicare requirements in nursing homes. Projected plans also call for establishing a one and two-year training curriculum for aides and assistants in child care occupations.

Agriculture

The recognition of the special needs of low ability students interested in agriculture has prompted the planning of vocational skill oriented agriculture programs on the secondary level. Five secondary schools in Oregon will offer programs next year which will combine extensive field and laboratory practice to develop competent minimum entry occupational skills to keep them in school and to prepare them for semi-skilled and employment opportunities in farm and off-farm opportunities related to agriculture.

The Oregon Personalized Education Program (P.E.P.)

Much time and effort has been spent during the past year in planning and developing vocational education programs for persons with special needs. The P.E.P. program developed by the State Department of Education in cooperation with representatives of the Portland Public Schools, Yamhill County Schools, and The Lincoln County Schools was submitted to several Federal agencies for cooperative funding and will be carried out in part during the current fiscal year.

One phase of the program is funded by the Office of Economic Opportunity and will be operated by the Portland Public School system. This will include a center for dropouts and near-dropouts as a residential and educational venture. Four high schools and the Portland Community College are involved. Objectives include provision of assistance to economically and educationally disadvantaged youth, ages 16-21, in order for them to become independent, responsible and productive citizens through: an adjusted curriculum of basic education, supportive programs designed to improve self concepts, understanding of our culture and social and economic institutions, a counseling service emphasizing vocational alternatives based on exploratory experiences in various occupational fields. This program will test Job Corps methods, innovations, and instructional materials in the public school setting, serve as an educational laboratory for developing and testing effective ways of working with disadvantaged youth, and will determine feasible ways of integrating local, State and Federal resources for the education of these youth. A vocational skills center is to be established at the residential center. The program will also include strong supportive services, including counseling, tutoring, social, cultural, and recreational activities, and health services.

Exploratory skill areas to be developed include: landscape horticulture, service station operators, auto mechanics and small engine repair, office education, health and nursery school occupations, and food services.

The State Department of Education plans to assist in funding a special staff which will be responsible for coordinating activities related to the P. E. P. program, not only in the Portland Public Schools, but with other school districts involved.

Estimated Total Expenditures for Vocational Education Purposes
Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	9,624,014	2,548,544	3,925,970	3,149,500
Total for Persons with Special Needs	83,900	28,500	29,400	26,000

PENNSYLVANIA

INTRODUCTION

Pennsylvania has no **Divisions of Special Education** in the Vocational Education Bureau at this time. Responsibility for the development and supervision of vocational education programs for persons with special needs has been delegated to the Chief of the Instruction Consultation Division. The programs developed have been broad in scope in an effort to aid any and all persons who have evidenced special needs in the area of vocational training. A problem has been encountered in reporting and accounting for these students, as much is done for them in the regular vocational education courses with supplementary remedial instruction as well as providing for occupational skill development, counseling, and other supportive services. Plans for FY 1968 contemplate further growth and expansion of the current efforts to serve persons with special needs in vocational education.

The estimate for total expenditures in Pennsylvania for FY 1968 for persons with special needs in vocational education is $997,134, of which $197,134 is Federal, $300,000 State, and $500,000 local funds. The total estimated expenditures for Vocational Education purposes under all vocational education acts for FY 1968 is $100,909,843, of which $13,965,242 is Federal, $33,544,601 is State, and $53,400,000 is local funds. Pennsylvania recognizes the fact that vocational education for persons with special needs deserves high priority and special attention, but at present, this is recognized as a problem of the whole, and given individual help wherever possible to correct the problems presented.

OCCUPATIONAL AREAS

AGRICULTURE

Our most comprehensive pilot agriculture program has been established by the school district of Philadelphia as the "Walter Biddle Saul High School of Agriculture and Horticulture". Six certificated teachers and a Senior Coordinating Teacher of Vocational Agriculture have been employed to meet the needs of the 350 boys and girls now enrolled. It is anticipated that this program will expand to eight teachers and better than six hundred students by the opening of the 1967-68 school term.

The educational program will offer occupational training in (1) production agriculture, (2) agricultural business and industry, (3) commercial horticulture, (4) agricultural mechanization and automation, and (5) animal technician training.

The curriculum has been designed so that the total program of studies for these students shall include a full academic program directed toward preparation for post-high education and college education for those who so desire. This program will accommodate students with special needs.

The repeated requests for the immediate employment of graduates of this program indicate that there are many and varied agricultural occupation pursuits available to persons in the Philadelphia area.

The physical plant is located on a 78 acre farm in West Philadelphia, a very strategic agricultural-business employment area. Philadelphia is the only major city in the Commonwealth that will provide such a program.

It is planned to make these facilities available for extensive in-service training for all teachers of Vocational Agriculture in the southeastern part of Pennsylvania.

A non-teaching, full-time farm manager is employed to meet the needs of the school's 78 acre farm. A full line of farm equipment is available

Additional facilities now under construction at this location are a 40' x 100' dairy barn, a 32' x 100' commercial greenhouse, an agricultural mechanics shop of 40' x 100', four combination agricultural laboratory-classrooms, and a large assembly-type room for demonstrations.

HOME ECONOMICS

1. Development and Evaluation of a Curriculum for Retarded Youth to Improve Their Social Skills Related to Wage Earning

This is a pilot program designed to improve the ability of handicapped youth to live as independent responsbile adults and to improve their wage earning capacity by improving their skills in relating to other people. The program has three phases: (1) Orientation, (2) Planning and conducting the classes, and (3) Publish materials. It is now in the third phase. Dr. Arthur Gravatt of the Pennsylvania State University has been in charge of the program.

Approximately 25 students (male and female) have been involved in this study which has been conducted in cooperation with Skills, Inc

2. Home and Institutional Health Aide

A pilot program in adult vocational education to meet a growing need for workers to care for the aged and the ill. It is an experimental program to determine whether a training program for home and institutional health aides can be made effective so that trainees will be able to secure employment It is a cooperative program taught by the home economics teacher and a registered nurse. Field trips were used to provide opportunities for greater understanding of the responsibilities of the job.

The November , 1966, class graduated 52. Twenty-three are employed in the occupations for which they were trained; seven are employed in related occupations· thirteen are employed in other occupations; five are unemployed, and; four are unavailable for employment due to illness. The November, 1967, class graduated 58. Follow-up on these persons is not complete.

3. Food Service

An educational "Big Cities" training program designed to train boys and girls in food service for hospitals, nursing homes, homes for the aging, child care centers, and schools. The work experience is to be provided through the school food service programs.

This is the Philadelphia School District. The program started during the 1966-67 school year and no students have as yet joined the labor force

4. Home-Craft

This program is funded out of George-Barden and Smith-Hughes funds. It is a Home Craft program which has been developed cooperatively between the Chester Housing Authority and the Chester Public Schools to work with disadvantaged mothers to improve their living situation. It operates in an apartment located in a housing development and is designed to lead to training for employment in occupations using the knowledge and skills of home economics.

Approximately 250 adults are involved each year.

5. "Big Cities" Program

Seven programs have been given money for equipment to make it possible to initiate a variety of wage earning programs such as: Food Service, Child Care, Housekeeping Aides, Home Institutional Management, Home Institutional Assistant, Merchandising and Clothing, and Commercial Laundry and Dry Cleaning.

These programs are in the city of Pittsburgh. Graduates of 1966-67 were: Child Care - 44; Merchandising and Clothing - 21; Food Service - 56; Home Institutional Management - 12; and Home Institutional Assistant - 20.

6. Community Services

An employment program in the area of community service occupations which provides training for students with special needs. The areas of specialization are: Child Care, Food Service, and Homemaker-Home Health Service. This program began in September of the 1967-68 school year. It will be a two year program with work experience as an organize part of the curriculum. No graduates as yet. There are approximately 80 students enrolled.

7. Crafts for Sale

A post secondary educational program which will provide training for retired persons, young adults, and homemakers with leisure time who wish to add to their income. Local materials will be used to produce craft items for gift shops and the tourist trade. It is a community oriented program to contribute to the productivity of the area. This program was just started in the fall of 1967. There are no graduates as yet. Approximately 20 students are enrolled.

OFFICE EDUCATION

Philadelphia School District

The Philadelphia School District has developed an excellent three-year clerical practice course in helping the slow learner or pupil with special needs. Material included in each of the three years of the course has been designed in a specific order and pattern.

Clerical Practice 1 (Tenth Year) is devoted to vocational record keeping, designed to capture the interest of the beginning high school student and orient him to business practices. It begins with a guidance unit which introduces the student not only to clerical work, but also points out opportunities in business and business courses.

Handwriting is emphasized during this first year. The student receives one full period of training a week. Considerable emphasis is also placed on arithmetic, grammar, spelling, and good work habits.

Clerical Practice 2 (Eleventh Year) deals with the informational aspects of office work. While a certain amount of work with forms is included, the course is primarily concerned with giving the student information regarding the operation of a business office; the development of skills in using forms is secondary. In addition to the business information and business vocabulary, it offers units in filing, income tax work, the use of the telephone in business, credit management, job information, and Philadelphia place geography. During the eleventh year, also, the teacher continues emphasizing arithmetic, grammar, spelling, handwriting, and good work habits.

Clerical Practice 3 (Twelfth Year) is a job preparation subject and the capstone of the clerical practice program. It reviews and is concerned with the entire field of clerical office work with special guidance in the taking of employment tests. Spelling and vocabulary building are again stresses. Areas of review include grammar, punctuation, business arithmetic, filing, and preparation for securing and holding a job.

While each school may select the texts which best meet the needs of its students, the units prescribed for the work of each year comprise the course content in clerical practice and should be followed.

Brookville Area High School, Brookville

A new course titled "General Business" was designed and instituted in Brookville Area High School during the 1965-66 school year for the slow learning student.

The plan was organized so that the student on the sophomore level entered the curriculum and continued for a period of three years.

A special type of teacher with a strong background in methods and techniques and with the ability to recognize the students' problem in subject matter, in self-confidence, and in social behavior not generally present with this type student was hired to teach the group.

Three items were kept in mind in structuring the curriculum:

1. The students, if classified, fall into those who are socially and emotionally maladjusted, untrained, and in many instances, the failures in the school program. To inspire, motivate, retain, and educate them the classes would be small enough for the teacher to recognize the varying abilities and interests, and to transform these students into useful, self-supporting employees. The materials used were adapted to the student's ability; and classes taught on a practical basis instead of a factual basis.

2. The task could be accomplished if the student were given enough time to acquire an employable skill. The educational blocks insurmountable for them in the regular program would be overcome by basic retraining and individual tutelage by extending the time for teaching the subject.

3. The program was developed for flexibility. No one is dismissed because he is unable to make the grade. An opportunity is given each to become what he is capable of becoming.

Interboro High School, Glenolden

A duplicating machines operators course has been added recently to the curriculum offerings of Interboro High School, Glenolden, Pennsylvania. This program provides specialized vocational education to seniors who have not developed a marketable skill. Twelve pupils spend approximately two and a half hours daily learning to operate machines such as the offset press, stencil duplicator, spirit-duplicator, photo copier, folder, binding equipment, and microfilm copiers. The course has been instituted as a result of an extensive study which revealed that local industry offers unusually good employment opportunities for skilled duplicating machines operators.

DISTRIBUTIVE EDUCATION

Currently two types of special needs are being administered by the Distributive Education Section.

The one is the diversified occupations program being operated in the Northern York County High School, Towanda Area High School, State College Senior High School and Shippensburg Area Senior High School. These programs for the most part deal with students who are potential dropouts. By offering the students an opportunity to work in the afternoon in lieu of spending a full day in school there has been a major decline in the number of dropouts in these four districts of students enrolled in this program. The program is administered by a teacher who also acts as the coordinator for the job experience phase. In most cases he meets with the students one period a day imparting general knowledge about the business world i.e., grooming, personal habits, employer-employee relations, basic salesmanship, etc. The students come from all curriculums within the district and are homogeneous in only so far as they are receiving job experience.

The second special needs is being administered at the Eastern Montgomery Area Vocational-Technical School. Their philosophy is that we must bear in mind that a student cannot advance to a higher skill without learning the basics. Therefore, regardless of social or economic status, the students who expresses a need to activate the basic learning process must be given the opportunity to do so.

In the Eastern Montgomery Area Vocational-Technical School at the 11th grade level, a modified* project approach has been intertwined in the "occupational Mix Units have been developed that incorporate audio-visual transparencies as well as specific basic instructional projects with evaluating criteria. Transferability of skills insofar as individual development in concerned is maintained between the units as well as from project to project.

The Occupational Mix Units, for the most part, are common to most instructional areas in the technical school so very little revision is necessary in the instructional or project content when a new group is taken into the course. Because of this fact, it is advisable to retain at least one of the previous group students for reinforcement purposes as well as for peer instruction and group confidence.

*Modified project approach is one that instead of utilizing the community resources, per se, the area instructor in the technical school may be used as the resource person. If the area instructor has an active craft or advisory committee, the community indirectly is involved through this medium. The modified project student may gather information through the area instructor while instructional objectives may be tailored through the same instructor to meet specific needs based on recommendations of the advisory committee. This approach fully satisfied the condition that a project is a practical activity which is substituted for actual work experience.

Experimentation, to date, has been with small homogeneous groups, having common career goals, selected by the area instructor. 180 minutes time slots, equally divided between laboratory performance and project work over a three to four week period of time with no formal grading procedure, seem to provide a controlled in-school learning activity that is stimulating and rewarding to the student.

These two types of programs would be considered special needs.

TRADE & INDUSTRIAL EDUCATION

In compliance with your directive of December 1, 1967, the following summary of Technical and Industrial programs is submitted. These programs are fully covered and authorized under the "Plan for the Administration of Local Programs of Technical and Industrial Education", Pennsylvania Department of Public Instruction, promulgated August 1967.

Penn Hill School District

This school district is conducting an approved project to provide students having unmet needs with incentives to continue their high school education by offering to them learning opportunities in service occupation fields. The suggested occupational services curriculum is provided for occupational clusters. They are commenced in the 9th grade with exploratory non-vocational programs for 5 periods per week. These are completed in grades 10 and 11, and the occupational experience is finalized with field experience in grade 12. A specially designed general education curriculum has been prepared to supplement the shop instruction. It is anticipated that this program will meet the requirements of many pupils with special needs, as a supplemental program to the skilled and technical occupation offerings in the area technical school in which the school district participates.

Bucks County Technical School

Bucks County Technical School is conducting an approved program of "Occupational Cooperative Education" for the student with special needs. In this program the student spends part time in his home high school and part time in employment in business or industry. During the time the student is engaged in business or industry, he will be earning wages as well as receiving on-the-job instruction. This program is set up to meet the needs of selected pupils with special needs and in special occupational fields not offered as a part of the technical school program. The program also provides sufficient appeal so that the pupils will complete their high school education and upon graduation have an opportunity to gain a position in a wage earning occupation.

Chester City Schools

A proposal to use competent, trained, and certified instructors in a 100% shop centered environment in several senior high schools in the City of Chester to conduct an operational program for those pupils who can profit from and through a special needs program be gainfully employed in a work skill in the labor market. The necessary related and general education instruction with emphasis on job success orientation content. This program is available only to persons over 14 years of age, or the age of employability upon leaving the educational program.

Philadelphia School District

Vocational Projects: Upon application of the Philadelphia School District, vocational courses have been approved for operation during the 1967-68 school year in selected high schools and special purpose schools in the Philadelphia Area to meet the requirement of selected students and to provide an organized program in which work skills are taught. These skills are:

Food Service Worker
Valet Service
Shoe Repair
Service Station Attendant
Cabinet Making
Nurses Aide

Work Experience Program

The work experience program started at Northern High in the 1965-66 school year with fifteen enrollees. In a follow up, it is to be noted that eleven of these students are employed in the same line of work started under the program--two are attending college and two changed to other jobs. This gives us a record of 100% occupation for the group.

The 1966-67 program has an increased enrollment over last year of ten, making a total of twenty-five.

This in itself is an indication that this program meets the needs of students in preparation for coping with the competition in today's labor market.

A graduate who can bring to a job the proper attitudes, work habits, an understanding of work routines, the importance of personal integrity, and experience in working for and with others, has no problem in obtaining and holding jobs.

With the cooperation of the administration, guidance department, and the Advisory Committee (which consists of a farmer and school board member, a businessman, a banker, school superientendent, and guidance counselor), the work experience program will become one of the most important parts of the school curriculum to the high school senior.

The majority of the students in this course are not planning to attend college, therefore the program is one of the most important ways of giving these boys and girls a solid foundation in job experience under supervision. This means that they are ready to become self-supporting citizens with the ability to start work at a better wage and a confidence that only previous experience can give.

The employer also has the advantage of being able to train young workers in the way they want them trained, to build up a group of better trained workers in the community, to develop better understanding and cooperation with the schools.

The school, too, benefits by providing training in diversified fields without an elaborate outlay of shops and personnel. The school is given an opportunity to work more closely with local industries and professions thus promoting good will in the community.

RHODE ISLAND

Vocational-Technical School of Rhode Island

The Vocational-Technical Division is presently making plans to expand programs to enable more students with special needs to receive vocational education. A committee was formed to study the curriculum and to recommend changes which would allow more flexibility in order to accept more students with special needs. It is tentatively planned that when the present building program of eight area vocational schools in Rhode Island is completed, the curriculum in the State-operated vocational-technical school can be adjusted to meet more of the special needs in vocational education.

Just begun this year are programs to allow students from the Rhode Island School for the Deaf and the Rhode Island Training School for Boys in the State detention center for adolescent boys to enroll in programs at the School. The students from the School for the Deaf spend the morning in their own school taking their academic subjects and the afternoon at the Vocational-Technical School receiving vocational training.

Boys from the Training School are enrolled full-time and come to the School by bus each day. It is hoped that after the boys are released from the Training School, they will continue to attend the Vocational-Technical School.

A number of other students with various handicaps have been accepted as special students at the School and are receiving vocational training and individual consideration.

Providence

The vocational-technical department at Central High School is accepting a number of ungraded students with special needs into its program. Its furniture refinishing shop is geared primarily to these students. There are students with special needs also enrolled in printing, sheet metal, and woodworking.

Central Falls

The Trade School in Central Falls is set up specifically to handle students with special needs. Three-year training programs are offered to students in carpentry, electricity, machine shop, and printing. A limited amount of academic work is offered which is closely related to the vocational training. The only criteria for admittance to the program is that the student be 14 years of age and have completed the seventh grade.

Home Economics Programs for Persons with Special Needs

Special classes have been developed for such groups as the socio-economic handicapped. Classes have been conducted in Food Service at the Boys' Training School for the past two years. It is planned to expand further the scope of this curriculum consistent with the needs of the trade and the counsel of the Educational Advisory Committee.

The Girls' Training School (State detention center for adolescent girls) has offered a course in Family Living for the past two years. Slowly, "gainful employment" projects such as waitress training have been incorporated into the curriculum. It is hoped that a short intensive course in waitress training and cafeteria service can be initiated during the coming year.

A program in Family Living which has been in existence for the past five years at the Children's Center, (State school for homeless children) for both boys and girls, has grown from a class in the manipulative skills of food preparation to one with greater depth in everyday living. This program will continue during the coming fiscal year.

Estimated Total Expenditures for Vocational Education Purposes Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	10,548,214	1,157,923	5,033,886	4,356,405
Total for Persons with Special Needs	47,000	-	25,000	22,000

SOUTH CAROLINA

Introduction

We in South Carolina have two programs for students with special needs in operation at this time along with programs which other services of Vocational Education have in progress. The two programs have one hundred students enrolled and are working very successfully.

In one program we have forty students broken down into groups of twenty-three and seventeen. These students are enrolled for three hours of agriculture, agricultural mechanics, air-conditioning, auto mechanics, auto-body and fender, business, machine repair, building construction, distributive education, electricity, and home economics with regular vocational students. The students are given special instruction as to their ability and are learning the skills which will help them be employable, otherwise they would be dropouts. They are also grouped in English and social studies and science and math according to their ability with one teacher teaching English and social studies and another teacher teaching science and math.

The other programs the students are receiving instruction in are woodcraft, auto mechanics, general maintenance, machine shop, welding, brick masonry, cosmetology (girls), aide to the elderly, general office helpers, and service station attendants. This group will take math and English on their level of comprehension and ability.

We tell these students that there will be no failures if they will apply themselves. We feel that these programs are helping the students and are keeping them in school because they felt as if they are learning something worthwhile.

We have asked for more money next year to begin three other programs over the state.

The proposed enrollment for the program for persons with special needs is selected by a committee of school system guidance personnel and secondary principals. It will be kept at a level of 15 students per teacher for academic courses, with students mostly at 8, 9, or 10 grade level, 16 years of age or above. About one-half of the time of the teacher in charge of this program is reserved for counseling and home visits purposes. All-out efforts will be made to assure regular attendance of the students as well as contact relations with employers in cases where the student is working.

It is conceivable that with the two-group plan that the more advanced group would within a year be ready for return to the regular classroom, or in other cases return to the same program with greater emphasis on vocational or skill subjects. Such a system might provide for enrollment control and still be somewhat a continuous program.

The first program of this type is designed for the Southside High School of Florence, South Carolina at a total cost of $17,000. The second program is a comprehensive, semi-vocational track for students with special needs in the Union Area Schools of Union, South Carolina. This operates with vocational education funds for students of Union and Sims High Schools, to provide a program of instruction leading to attainment of a saleable skill and/or a high school diploma for students with special needs. The cost of this program is $30,450 for FY 1968.

The greatest expansion in Vocational Education will continue to take place in Trades and Industry. Local high school programs are being expanded and new programs are being established. The next greatest expension will be in office occupations and distributive education. The demand for clerical workers will increase and the number of sales workers is expected to grow faster as population grows and per capita income increases. However, insufficient funds and an inadequate supply of qualified teachers will limit expansion in both fields. There will not be a big increase in establishment of new programs in office occupations and distributive education, but enrollments are expected to increase rapidly. In agriculture, more emphasis is being placed on off-the-farm occupations. Additional courses will be provided here. There are many employment opportunities in service occupations which require home economics knowledge and skills. Additional programs will be organized and offered in the areas of food service, child care and nursing services, home management, clothing maintenance, and hotel and motel services. The development of health programs and expansion of hospital facilities has created a great demand for trained people. There will be some expansion in this area, but again, lack of funds and qualified instructional personnel will prevent the expansion needed.

The estimate of expenditures for Vocational Education Purposes in South Carolina for FY 1968 is $13,336,223, of which $4,703,274 is Federal, $5,207,947 is State, and $3,425 is local funds.

Occupational Areas

Agriculture

Four new teachers will be added for agricultural occupations in newly established area vocational schools. Twenty part-time teachers will be added for courses in regular high schools with ten part-time teachers to conduct post-high school courses. Three part-time teachers will conduct programs for persons with special needs. Twenty part-time teachers will teach special courses for young and adult farmers. Courses will be offered in ornamental horticulture, sales and service, forestry, and veterinarian aide.

Distributive Education

Twelve additional teachers will be added to provide new and exapnded programs. Dillon and Union counties have requested programs for persons with special needs.

Home Economics

Twenty additional teachers are needed for new and expanded high school programs. Four of these are needed to conduct new programs for persons with special needs. Occupational classes for homemakers assistants and waitress training will be offered. Programs will also be offered for persons who live in low-rent housing units and in a women's correctional institution.

Office Occupations

Twenty teachers for new and expanded programs. Two teachers will conduct programs for persons with special needs. Courses will be offered for general office clerks, files clerks, and general office work.

Trade and Industry

A program has been initiated at an industrial school for girls in health occupations. This program, in addition to preparing students for job entry skills, stresses attitude and personal hygiene.

SOUTH DAKOTA

Introduction

South Dakota plans to develop programs for persons with special needs in fiscal year 1968. Estimated expenditures for this purpose in 1968 are $30,000 consisting of $15,000 from P.L. 88-210 and $15,000 from local funds. There are no State funds in the estimate. Total expenditures for vocational education in the State for fiscal year 1968 are $3,093,619, consisting of $1,389,415 Federal funds, $195,000 State funds, and $1,509,204 local funds. Responsibility for development and supervision of these programs has been delegated to the State Supervisor of Trade and Industrial Education on a part-time basis.

A program for persons with special needs in South Dakota has been implemented in Sioux Falls on a pilot project basis. The first year has proved to be satisfactory. Rapid City, Aberdeen, Watertown and Mitchell are considering implementing such a program in September.

A study of the feasibility to implement vocational programs at the South Dakota Training School and the School for the Deaf is now under consideration.

It is believed that a special program similar to the Comprehensive Youth Facility which is in operation at Sioux Falls, funded under the Manpower Development and Training, would meet the needs of the youth that have been assigned to the training school. After the interests of the students have been identified they could be referred to an area school. Other programs to develop skills could be implemented in the present facilities.

The excellent program in operation at the Comprehensive Facility at Sioux Falls is an MDTA program with rules of eligibility which do not cover high school students. However, this program is of great value for determining needs of persons with special needs before they become dropouts. Similar programs may be developed for secondary schools for potential dropouts and dropouts who return to school. Without benefits of training allowances and other services of MDTA programs, vocational education programs may be developed which would serve the needs of these persons before they drop out of school. This is an eye-opener for what might be done under the Vocational Education Act of 1963.

No other programs are noted for 1968 in South Dakota.

TENNESSEE

INTRODUCTION

Tennessee plans to continue the development of vocational education for persons with special needs in fiscal year 1968. Twelve additional full-time remedial instructors and five new vocational instructors will be required for this expansion. Occupational fields to be emphasized include low-level office occupations, light machine operators, hotel and motel service workers, laundry and dry cleaning occupations, building maintenance, health occupations and other service occupations. Plans for purchase of new equipment embrace the setting up of thirty additional remedial laboratories and twelve vocational laboratories. In addition the State staff will provide consultative services for planning, building construction and improvement of facilities for this area of instruction. A State Supervisor for vocational education for persons with special needs is now serving with full-time responsibility for the development and supervision of these programs.

Estimated expenditures for vocational education for persons with special needs in Tennessee for fiscal year 1968 are $400,000, of which $150,000 is Federal, $150,000 State, and $100,000 local funds.

THE OCCUPATIONAL AREAS

Vocational education programs for persons with special needs are planned for fiscal year 1968 in the following areas:

Agriculture	two programs
Distributive Education	" "
Home Economics	Homemaking (6 progs.); Gainful occup. (7 progs.)
Office Occupations	five programs
Trades and Industry	fifteen programs

The Department of Education, Division of Vocational Education held a workshop for teachers, couselors, coordinators, supervisors, administrators and other persons involved in the development and operation of programs in vocational education for persons with special needs, August 7 - 11, 1967. The Program Services Section developed an outstanding five-day program led by James R. Vinson, State Supervisor, Special Needs and Ed. B. Hudgens, Coordinator of Program Services for Vocational Education on the campus of Middle Tennessee State University at Murfreesboro.

Discussions centered aroung questions which many are asking about special needs. Examples are: "What is the philosophy of vocational education?" "What is the purpose of vocational education?" "For whom is vocational education intended?" "Why is vocational education necessary?" "What is the philosophy of vocational education for persons with special needs?" "What is the State Board for Vocational-Technical Education Organizational structure for administering vocational education in Tennessee?"

Special sessions of the workshop dealt with topics of motivation of special needs students; program development for special needs, teacher qualifications and behavior, special methods of working with special needs students, understanding the problems and basic needs of special needs students and the administrators role in the program.

Guidelines for developing special needs programs were presented. Lectures by experts on "attitudes," "a variety of methods," "Individual vs. group instruction," "Teaching Aids," "Grouping for more effective remedial instruction," "Communications," and "Special methods in reading and mathematics."

Two skill centers in operation in Memphis with 120 low achievers and eleven instructors were analyzed. Interesting pass-out materials with help for special needs personnel were discussed and distributed.

In general, this workshop is a fine example of what State leadership can do to stimulate interest and activity for purpose 4 (a) 4 of the Vocational Education Act of 1963.

TEXAS

Introduction

It is predicted that by 1970 seventy percent of all participants in the labor market will be high school graduates. Statistics reveal, however, that 49 percent of all students who begin first grade do not graduate from high school and one-third do not finish the tenth grade. The Occupational Training Program (the State's vocational education program for persons with special needs) is specifically aimed at combating this serious dropout problem. The program is designed for in-school students fourteen years of age or older who have academic, socio-economic or other handicaps preventing them from succeeding in regular programs of vocational education. The program is designed to increase the holding power of schools by providing practical instruction in which students can succeed. The program consists of a combination of occupational training and a modified or up-graded academic curriculum. Students are assisted in the supporting academic phase to increase their basic education to minimum satisfactory levels through provision of modified and remedial curricula. In addition, students are provided occupational training that will prepare them for entrance into regular vocational education programs or equip them with salable knowledge and skills commensurate with their abilities should they terminate their school careers prior to high school graduation.

The program is administered through the office of Vocational Program Development, Public Schools, where a director and two State consultants are in charge of developing, directing, expanding, and evaluating the program.

Some 6,500 students are currently being served by the program. The growth of the program is reflected in the fact that there are now 59 school districts participating in the program. Over 209 teachers are now implementing the program. The Texas program is in its third year of operation. Requests from superintendents for programs in their school systems make it appear that the program could double in size by the next school year if the funds are available.

Criteria for selecting students for enrollment in this program have been clearly and specifically established. This criteria reveals that the State has concretely determined and defined what it believes is the "special needs" student who is also the potential dropout. Counselors and other school personnel use the following criteria for selection and placement of students in programs of Occupational Training:

Low or under-achievers, usually average. They are often handicapped academically because of low scholastic ability and/or lack of educational and cultural advantages. They must be retarded by one or more grades, or one or more years behind in achievement level.

Low ability in communication skills. They are at a disadvantage with other students because of low reading ability, lack of verbal fluency, creativity, ability to think abstractly, capacity for deferred gratification short attention span, and slowness of learning.

Irregular in attendance, frequently tardy, and disinterested in school. They feel that they are second-class citizens at school and as a result do not like school, believe they cannot learn, and feel their teachers neither accept nor understand them.

Have no personal goal, lack a sense of purpose, lack self-confidence, and often develop negative self-images. Because there is lack of opportunity for them at home or in the immediate neighborhood to become acquainted with a way of life different from their own or with persons in occupations of a higher status than those with whom they associate, they may not be motivated to attend school or to want something better. In other words, they are potential dropouts.

An in-service teacher training program is conducted by the State for the purpose of developing appropriate curricula and instructional media and materials and to assure that the teachers of this program are skilled in working with and teaching the type of student enrolled in the program.

Phases of the Occupational Training Program and its Organization

Academic Phase

The academic portion of the program is a special academic curriculum departing from traditional standards, and is conducted on an ungraded basis. Language, mathematics, science, and other courses are adapted to the level and learning ability of the students. Students handicapped in reading ability are provided remedial reading instruction instead of traditional English. Students of low achievement in mathematics, science or social studies are given remedial instruction. Other academic provisions are:

1. Curricula are flexible in all subject matter in order to teach on the achievement level of the student.

2. Remedial work is given students in areas of low level achievement parallel with identified ability.

3. Primary emphasis is on the basic tools of language arts and mathematics, including skills in reading, speaking, writing and listening, and in acquiring basic arithmetic skills.

4. Content of academic instruction is functional with practical application to occupational training.

Occupational Phase

The occupational training portion of the program consists of a combination of classroom instruction with shop training, or actual on-the-job training, with students placed in part-time employment in the community. Training is on a level adapted to the interest, aptitudes and ability of students.

The beginning phases of the training program for boys may be in relation to a cluster of occupations such as (1) general construction trades, (2) horticultural occupations, (3) building maintenance occupations, (4) litho related occupations, (5) general metal trades, (6) general mechanical repair and (7) general marine repair.

The program for girls in the initial stages may be in occupational clusters relating to employment available to women,such as (1) domestic jobs, (2) employment in food service, (3) apparel service, (4) furnishings service, (5) lodging and related service, (6) commercial display and decoration and (7) office duplication work. Since employment in the above occu pations in many cases are open to both men and women, it is not implied that separate programs are organized for boys and girls. Since the students enrolled in the Occupational Training Program must be, at least initially, one or more years below normal achievement in several academic courses, the occupational clusters embraced in this program are a result of job requirement analysis. Instructional content areas within each occupational cluster are also a product of actual job analysis.

Program Organization

For effective instruction and supervision every effort is made to keep enrollment down to 15 students per any one shop or laboratory class.

Laboratory or shop classes are taught for a minimum of two consecutive class periods per day, five days each school week.

Occupational guidance and counseling is provided by a qualified counse lor outside of the laboratory or shop class.

The training of all students enrolled in part-time cooperative trainin is, with the exception of grade placement, conducted in accordance with policy applicable to all part-time cooperative vocational programs in the State.

A teacher who teaches two or more occupational training laboratory or shop classes or two cooperative occupational training classes is considered to be a full-time teacher.

Students in the laboratory programs are taught individually, in teams or in small groups. They are given the opportunity to progress through all units of the course. Related information necessary to perform the work assignments is taught concurrently with the development of manipulative skills.

Ancillary Services

Teacher Education

State-wide one-week workshops will be conducted for the new and experienced teachers of the Occupational Training Program. During the first month of FY 1968 a five-day workshop was held in San Angelo for some 150 teachers of the Occupational Training Program. The principal activity of this workshop was the development of instructional units for the several occupational clusters. Approximately 120 teachers teaching vocational subjects on a laboratory basis were involved in three 10 clock-hour sessions on instruction. The sessions by title were (1) "Introduction in Methods of Teaching," (2) "Organization and Use of Instruction Materials," and (3) "Shop and Classroom Organization and Management." The other 30 teachers who were teacher-coordinators of cooperative part-time programs were involved in a 30 clock-hour session entitled "Cooperative Training Orientation."

Activities which are being considered if funds can be obtained are as follows:

1. A pre-service program for vocational teachers for students with special learning needs.

2. A State or regional institute for academic teachers who are teaching students enrolled in the vocational program.

3. A study of the prepared instructional materials with revisions as indicated by the study group.

Curriculum Development

Occupational training study guides will continue to be developed for persons with special needs. The development of academic courses coordinated with occupational training will also be continued. Also, a guide for teachers in these programs will be written.

Research, Experimental and Developmental Programs

One experimental program is being conducted by an independent school district to determine to what extent vocational education is of benefit to the educable mentally retarded. This project has been approved for a two-year study.

A two-week workshop held at Texas Technological College and funded by the Research Coordinating Unit of the Vocational Department to provide learning experiences for both vocational and academic teachers of students with special learning needs. The main objective of this workshop was to make the teachers more knowledgeable of the youth they were teaching and how to work with them.

A four-week workshop for Teachers of Occupational Training under the guidance of the State's Vocational Department was held in El Paso. This project was also funded by the State's RCU. The workshop was held for the purpose of assisting the occupational training teachers of El Paso school district to develop program designs and curriculum guides for shop programs and related ungraded academic instructional materials appropriate to the particular needs of the students in this school district, a large number being Mexican-Americans.

Occupational Training for the Educable Mentally Retarded

The program of Occupational Training for Educable Mentally Retarded In-School Students fourteen years of age or older whose IQ's are at least 50 and no higher than 70 is as follows:

The program consists of a combination of a modified or ungraded academic curriculum and occupational training designed to prepare students for gainful employment.

Objectives of the Program

1. To provide students with occupational training preparing them for gainful employment in jobs requiring low levels of knowledge and skills.

2. Provide a terminal education program for the Educable Mentally Retarded student, suited to his ability and aptitude, that will prepare him for citizenship as a gainfully employed adult.

3. Encourage the educable mentally retarded student who has left school to return to school.

4. To develop student attitudes, appreciations and understandings in relation to the school and the value of an education, respect for himself, his peers, and his country, and through providing motivation and opportunity to achieve at his level, providing him with a sense of succeeding.

5. To provide specialized vocational guidance and counseling for these students, including psychological and occupational aptitude testing.

Student Eligibility

Students who meet the criteria for admission to Special Education as outlined in the State Plan for Special Education, November, 1965, pages 10-11 are eligible. Additionally, students must have completed the first four levels of development in Special Education.

The following information will be used to determine pupil eligibility:

1. Chronological age (14).
2. Minimum mental age 3.5.
3. Intelligence quotient approximately 50 to 70.
4. Written comprehensive psychological report signed by examiner.
5. Physician's written report of medical evaluation.
6. Signed recommendation of local placement committee.
7. Signed statement from parents or guardian approving admission to class for educable mentally retarded.

Programs of Instruction

The program should be devised to permit participation of both boys and girls.

Estimated Total Expenditures for Vocational Education Purposes
Under Vocational Education Acts

	Total	Federal	State	Local
Estimated Total for all Vocational Education	59,418,392	15,312,184	37,605,352	6,500,856
Total for Persons with Special Needs	1,698,280	849,140	699,140	150,000

UTAH

Introduction

Some new programs will be attempted for persons with special needs. Approximately four new teachers will be employed. In addition, some persons with special needs may be selected for inclusion in regular vocational education programs. Where needed, special classes will be established for welfare recipients. It is most likely that these programs will be in the service occupations and in lower-skilled, short-term programs.

The Occupational Areas

Service occupation expansion will take place in food service, agricultural sales and services, auto servicing, distributive education, and hotel, motel service occupations and health occupations. These programs are in the process of development.

Expansion Program

Increased efforts will be made to secure industry's support of cooperative programs involving special education students. This may increase requirements for teachers. The possibility of establishing workshops manned by special education personnel to do piece, part, or subcontract work is being investigated. If established, this program will also increase the number of teachers needed. Continued attention will be directed toward training "companions for the Elderly" and "Homemaker Aides" and similar occupational areas. A gradual increase in the service occupations programs for 11th and 12th grade special education students is planned. Cooperation with other agencies through such agencies as CAMPS should permit a wider variety of occupational offerings. Through close liaison with Vocational Rehabilitation, Special Education, Elementary and Secondary Education Act, Employment Service, and other agencies, it is hoped that the breadth of effective vocational education offerings for persons with special needs will be expanded.

Utah estimates expenditures for persons with special needs of $423,267 in fiscal year 1968, of which $37,315 is Federal, $92,760 State, and $293,192 local funding. The total estimated expenditures for vocational education in fiscal year 1968 for the State is $7,824,999 of which $1,466,054 is Federal, $2,483,094 State and $3,875,851 local funding.

The State of Utah has delegated the responsibility for the development and supervision of vocation education for persons with special needs to the Specialist in Distributive Education, who will be responsible for both programs. A Service Occupations Education Guide has been prepared for the use of Administrators, supervisors, coordinators and teachers in the organization and operation of general and specialized educational programs in the fields of service, semi-skilled and unskilled occupations. The consultative services for this Guide were under the general direction of Mark Nichols, Afton Forsgren and Charles S. Winn of the Utah State Board for Vocational Education. This is a most useful resource for the development of vocational education programs for persons with special needs.

VERMONT

Introduction

The estimated expenditures for Vocational Education for persons with special needs in Vermont for FY 1968 are $15,000 which includes $7,000 Federal and $8,000 local funds. There are no State funds in this allocation. Total estimated expenditures for Vocational Education are $8,823,000, including $845,000 Federal, $6,994,000 State, and $984,000 local funds. Program priorities to expand Vocational Education for persons with special needs include the addition of two instructors to teach persons with special needs at the North County Union High School at Newport. Other vocational instructors may offer special courses designed for persons with special needs as the occasion arises.

Occupational areas

Programs for slow learners may be provided to include diversified occupational training at the maintenance-custodial level, foods products and processing, ornamental horticulture, gainful home economics areas such as hotel-motel aides, salad girls, pressers, etc. An ungraded occupational training program in special education will be offered at one school.

VIRGINIA

Introduction

Virginia is one of the few states which has been able to supply statewide figures that give an estimate of the number of students with special needs. This is not a closely accurate estimate as the figures are based upon the number retained by grades for the year 1965-66:

Grade	No. Retained	Percent Retained	No. Promoted
7	5,541	6	76,043
8	9,084	11	69,839
9	7,107	10	63,349
10	5,897	9	56,010
11	4,125	7	51,418
12	3,144	6	49,107
	34,898		

It is realized that the fact that a student is retained and not promoted does not mean that he could not succeed in the regular vocational program, but it is estimated that many of this group should be classified as having special needs and that this figure gives the best information available. If 50% of those retained are special needs students, there were about 17,000 students in the state in 1966-67 and at that time there were only about 10% of this group actually enrolled in special needs classes. In some schools students who are enrolled in special needs classes are also enrolled in special academic classes geared to their abilities and needs. In other situations, particularly in the smaller schools having limited facilities, these students are enrolled in regular classes with their limitations being recognized.

Special emphasis is to be placed on vocational programs for persons with special needs in FY 1968. It is expected that those responsible for this training would also be responsible for placement in entry-level jobs. This requires additional work in job development and cooperation with prospective employers.

Occupational Areas

Home Economics

Two types of special needs will be provided, i.e., gainful occupations classes and classes directed toward the vocation of homemaking. The gainful occupations classes will follow a program of studies adapted to the needs of the students, including: development of positive attitudes toward the world of work, orientation to gainful occupation courses in home economics which are available in upper grades of high school, development of personal characteristics which make one more employable, development of skills needed in personal improvement, including health and personal appearance, and development of some abilities in handling money and in providing for personal needs for the necessities of life. Opportunities will be given to observe employees at work in jobs similar to those for which the training is planned.

In some schools separate classes in homemaking will be provided. Classes will be provided in grades eight and nine, and in some situations grade seven, with an enrollment period of one, two, or three years, depending on the needs of individuals and progress made in overcoming deficiencies. The degree of concentration of instruction will be determined by the needs of the students, objectives of the course, instructional time of the teacher, and available facilities. Projected Program Activities for Virginia in FY 1968 show that 65 programs will be offered in Home Economics in Virginia, the largest field for persons with special needs. Enrollment increased 18 percent in 1966-67. Instruction was provided for 1,249 persons with special needs in 1967, mostly in food, clothing, health, child-care, home-care, money management, etc.

Agriculture

Emphasis in this area for special needs students is primarily in general mechanics and off-farm occupations related to agriculture for persons whose needs are not being met by present school offerings. At least one-half of the total time would be spent in group instruction either in classrooms or laboratories. The remainder of the time is spent in the laboratory with skill development activities. There will be 38 programs in Agriculture for persons with special needs, primarily in high schools having limited vocational offerings which provide opportunity for students to learn skills needed for entry level jobs. Twenty-nine high school teachers taught one or more classes for youths with special needs in 1967, and four additional instructors were added for rural high schools. Most of these were in general mechanics classes, but some were in forestry, masonry, small gasoline motors, welding, and carpentry.

Distributive Education

To provide the estimated 14,000 new workers needed annually in distributive occupations, D. E. continues to expand its offerings to more secondary students and a major expansion for adults. The preparatory project plan has made possible the extension of D. E. programs into more rural high schools in the state. Two cities now offer a course for 8th and 9th grade potential dropouts entitled

"Education for Employment," under D.E. Fifteen pre-employment classes in five metropolitan centers to train 128 unemployed dropouts were offered in cooperation with the Virginia Employment Commission.

Trades and Industry

Construction and service trades occupational programs are increasing in number. There will be 26 programs in Trade and Industry for persons with special needs. Air-conditioning and refrigeration, building trades clusters, certified laboratory assistants, food trades, maintenance and repair are examples.

Health Occupations

Some expansion has been going on in programs for persons with spec-cial needs. There are eleven programs planned for FY 1968 in training for Nurses's Aides, Male orderlies, etc.

Office Education

The popularity of these programs parallels the labor market needs in Virginia. Continued labor shortages in higher skilled areas indicate the need for more programs for persons with special needs in the general clerical field with continued training in stenography, accounting, data processing, and records management.

Business Education courses are offered in every school division in the state, but not in every high school. Of 352 high schools offering business education, 299 are either reimbursed or reimbursable. Programs for deaf and blind students were offered at the Woodrow Wilson Rehabilitation Center for 157 students and five teachers. Further expansion of programs for persons with special needs is under way.

The estimated expenditures for vocational education purposes under all vocational Acts for FY 1968 in Virginia are $13,949,294 of which $6,974,647 is Federal; $1,409,282 is State; and $5,565,365 is local funds. For persons with special needs the estimated expenditures for Virginia in FY 1968 are $90,000 of which $45,000 is Federal; $15,000 is State; and $30,000 is local. While this is a small percentage of the total for all vocational education, it does show that special plans and programs are to be implemented with a specific allocation of funds for this purpose.

WEST VIRGINIA

Introduction

West Virginia continues to remain predominantly rural in composition and the common association of declining rate of population growth with such conditions as urbanization, industrialization and mass education clearly does not pertain to the State. In contradistinction to the National population growth, West Virginia sustained a population decline of 145 thousand, or a loss of 7.5% between 1950 and 1960. This percentage decline exceeded all other states, and in the early sixties, West Virginia was the only state which continued to lose population. More than 60% of the people live in towns with a population of less than 2,500. Seven cities account for 50% of the total urban population. The other half of the urban population lives in centers with population ranging from 2,500 to 19,180.

The acceleration of technological change has aggravated the problems of employment and unemployment. Although a rising economy has provided an increased number of jobs for laborers and semi-skilled workers, the greatest increases in jobs occur in the clerical, technical and professional positions. Farm employment has declined from one out of six workers in 1945 to one out of sixteen in 1965. The adequacy of the state's labor force is measurable in years of education completed by those who operate in todays work force. West Virginia reports the median school years completed by persons 25 years and over in 1960 as 8.8 for both sexes, 8.7 for male and 8.9 for female. Comparable figures for the United States are 10.6, 10.3 and 10.9. In 1960, West Virginia reported 109,800 persons 25 years and over with less than five years of schooling, or 11% compared to National figures of 8,302,600 or 8.3%. These facts turn attention to the need for education, the need for vocational education and the need for vocational education for persons with special needs.

In the projected program of activities in vocational education for fiscal year 1968, the estimated total expenditures for vocational education purposes under all vocational education acts is $8,498,027 of which $2,838,027 is Federal, $1,100,000 is State, and $4,560,000 are local funds. For vocational education for persons with special needs, the estimated total expenditures for fiscal year 1968 are $180,000, of which $90,000 is Federal, $135,000 State, and $55,000 local funds. Responsibility for the development and supervision of programs for persons with special needs has not been delegated to a full-time supervisor. This is managed from the Office of the State Director for Vocational Education.

The Occupational Areas

Trades and Industry

Six programs are to be operated on secondary level, with three programs for persons with special needs in the area vocational schools. Four new teachers are to be added in fiscal year 1968. New and additional instructional fields are:

Occupational Shop
Building Maintenance
Building Construction
Woodworking Machine Operator

Vocational Business and Office Education

New and additional instructional fields are:

Duplicating Machines Operator
File Clerks

Distributive Education

New fields of retailing occupations are to be explored.

WASHINGTON

Introduction

More and more emphasis is being given to the development of vocational programs for persons with special needs. In the city of Pasco, for example, a program will be implemented in September 1967 which will focus on school leavers and which will begin with study of the individuals concerned and programs developed on the basis of needs, aptitudes, formal education completion, and employment opportunities. In this program it is anticipated that basic education instruction will be interlocked with gainful employment objectives.

Throughout the State of Washington, there is a high level of interest, particularly in the high schools, to provide more curriculum dimensions for students who are potential dropouts, or students who have no discerible commitment to either an occupational goal or education beyond the high school. Thought is being given to the possibility of assisting a number of such districts with the establishment of research and development positions. Each of these positions would be tied into an over-all State attack on this problem. It is hoped through such a frontal attack with the potential support from research activities that considerable progress can be made during the twelve month period in FY 1968.

A critical part of the concern for people with special needs involves minority groups. Much activity will be concentrated on this phase, particularly in urban centers such as Seattle and Tacoma. In Central Washington an additional dimension is needed for Spanish-speaking minorities who have language and cultural problems as a beginning point.

It should not be overlooked, however, that on an individual basis, taking care of people with special needs in an on-going program and has been a part of the traditional activity for sometime. In this instance, an individual is given assistance and as soon as appropriate he will be placed in an ongoing program where he can profit from the instruction. These instances tend to lose their identity and are difficult to tally when it is necessary to indicate statistically how many people with special needs have been assisted. The traditional technical institute or area vocational school program is an effort to take care of people with special needs. The newer program development in the immediate future will include much more attention to helping indivduals and groups to improve their educational base so they can profit from ongoing vocational programs.

The estimated expenditures for persons with special needs for Washington in FY 1968 is $342,100 of which $74,300 is Federal, $126,200 is State, and $141,600 is local funds. The estimate of total expenditures for vocational education purposes under all vocational education Acts for FY 1968 in Washington is $14,386,160 of which $3,779,090 is Federal, $4,605,970 is State and $6,001,100 is local funds. It is the intent in FY 1968 to focus on those high school students who tend to remain uncommitted to an educational objective at present. This will be a major part of the program and represents the highest priority of attention.

Occupational Areas

Home Economics

Nine programs are to be operated in FY 1968, with seven of these for Home Economics for gainful employment for persons with special needs. An increase of 15% in enrollments is expected in FY 1968. Fifty new teachers will be needed. Food service worker, clothing alterer, child care aide, retirement home aide and homemaker's assistance courses will be offered.

Office Occupations

Six programs are to be operated in office occupations for persons with special needs. Business and office occupation fields anticipate a growth of 30% or more during FY 1968. One hundred to one hundred fifty new teachers will be needed. Data processing, business machines, duplication equipment operation, and general clerical courses will be offered.

Technical Education

Two programs will be in operation in FY 1968 for persons with special needs.

Trades and Industry

Four programs will be in operation in FY 1968 for persons with special needs in Trades and Industry. New curriculum designs with the job family or job cluster approach will be emphasized. Sixty new teachers will be needed.

Distributive

A growth of 30% or more is expected in enrollments in Distributive Education for FY 1968. Ten new teachers will be needed. Preparatory programs in sales and distribution fields will be offered. Agri-distributive courses will be developed.

Agriculture

A growth in enrollments of 10% is anticipated in FY 1968, principally in off-the-farm related occupations. Twenty-five new teachers will be needed. Ornamental horticulture, floriculture, turf management courses will be offered.

WISCONSIN

Introduction

Through a close working relationship with the Wisconsin State Employment Service and other organizations, a continuous attempt is being made to identify occupational fields for which high school vocational education and training is appropriate. Special emphasis will be given to identification of occupations for which students of low ability or those with special needs might benefit. The identification of a great impending need for providing workers for hospitals and other areas of health occupations is a case in point. Analysis of such occupations and the determination of the level of activity in vocational education appropriate for high schools is now under serious study.

Persons with special needs constitute a continuing concern of Wisconsin schools. The philosophy of "Education For All of the People," is fulfilled through meeting the needs of idividuals whatever or wherever they may be. Opportunity through special funds to seek out persons with needs not previously served are assiduously sought. The Projected Program Activities for Wisconsin in FY 1968 shows that estimated expenditures for persons with special needs in vocational education are $120,000, of which $60,000 is Federal; $30,000 is State; and $30,000 is local money. The total estimated expenditures for all Vocational Education Acts for Wisconsin in FY 1968 is $11,399,822, of which $5,699,911 is Federal; $835,660 is State; and $4,864,251 local funds.

Other funds are available under MDTA, ARA, cooperative projects under OEO, NYC, Vocational Rehabilitation, Special Education, ESEA, EDA, etc., which are sought for cooperative funding and operation to serve the needs of persons with special needs in vocational education.

New staff positions have been created in the fields of Health, Agriculture, Business, Technical Education; and a program administrator for persons with special needs. A full-time supervisor of guidance and student services is now at work in this area, with additional staff assigned as needed. A full-time supervisor has been employed in the area of Women's Wage-earning occupations. In addition, a variety of general and specific in-service activities will be provided for the strengthening of the supervisors and program administrators now serving in the vocational education program. Strong emphasis is placed on interesting teachers in specialized summer workshops in these fields for upgrading purposes and for keeping abreast of new teacniques and media.

About 400 full-time teachers will be needed to meet the demands of new and expanded programs in vocational education in FY 1968.

The Occupational Areas

No programs were reported in specific occupational categories for persons with special needs. It is apparent that provisions for these students are made in the regular vocational offerings, with supplementary instruction in remedial areas of communication and computation skills. Some special programs designed specifically for persons with special needs are reported under occupational categories. There is some information on occupational areas:

Home Economics

Various community groups are expressing the need for more Day Care Centers and a training program for personnel which would utilize semi-skilled or unskilled persons. A Day Care Aid Program has been developed for the Milwaukee School of Vocational, Technical and Adult Education in 1967. The Madison School of Vocational, Technical and Adult Education has developed programs in clothing, textiles and tailoring. Efforts will be made to develop offerings in the following fields: Food Service Worker, Food Service Supervisor, Catering Personnel, Hostess Assistants (waitresses), Drapery Construction, Clothing Alterations, Nursing Home Service Aides, Management Aides, Homemaker Assistants and Day Care Aides.

Office Occupations

The development of office and marketing courses for the adult basic education program is being initiated course outlines in both fields are being developed. There has been an increase in the number of occupations served in office occupations, including such areas as general clerical, data processing, office machines, filing, clerk-typist, cashier training, show-card writing and holiday and extra sales training, etc. which may well utilize persons with special needs.

Distributive Education

The one-year or less full-time programs in Distributive Education will be expanded to serve more students with special needs. Plans are in process to expand the service business areas, such as motel, hotel and restaurant services. Distributive Education offerings for management and mid-management show a majority of enrollees from small businesses. These very often have employees and executives who are high school dropouts seeking to upgrade themselves.

Trades and Industry

Programs are preparatory for entering occupations and extension for individuals already employed. The trade and industrial program employs 710 full-time teachers and approximately 850 part-time teachers throughout the State. Service to young adults is of special importance. Courses available to persons with special needs include auto mechanics, auto repair, barbering, quantity food preparation, cosmetology, diesel mechanics, appliance servicing, etc. There are 180 programs of this type available in Wisconsin.

Health Occupations

These programs are offered mainly on post-high school level, with ages of students from 17 to over 50. Some have previous work experience, and educational backgrounds range from no high school to one or two years of college.

Indian Education

Adult classes for Indians were established in bookkeeping, typewriting, English and speech, furniture renovating, and draperies and slipcovers in Menomonee County. A class in homemaking was also organized. Fifty adults were enrolled. Special programs have also been organized in Milwaukee for Negroes, Puerto Ricans and Mexicans. Kenosha and Stevens Point Vocational Schools have organized vocational classes for migratory workers from Texas.

Another Opportunity

The State of Wisconsin established day continuation schools for youth who drop out of high school without graduating. These persons are helped to become self-sustaining workers and good citizens. This type of special needs program has operated in a most successful manner, helping disadvantaged youth to receive additional educational opportunities. The Milwaukee Continuation School, maintained by the Milwaukee Board of Vocational, Technical and Adult Education is an excellent example of an effective program for persons with special needs in all vocational and remedial educational areas.

Any person 16 or 17 years old, who has not completed high school is required by law to attend full-time public or parochial school until he completes high school, or becomes 18. He may transfer to the Vocational School with parental consent and principals endorsement at age 16 and attend full-time the Milwaukee Continuation School.

Diagnostic and remedial services are provided with exploration in many trade areas. School hours are 8:50 a.m. to 3:15 p.m. daily, with 30 minutes for lunch. The school has a placement department which cooperates with the Wisconsin State Employment Service through the Youth Opportunity Center.

The first quarter of the year is devoted to the Diagnostic Center, which offers courses in reading, measurement, social studies, health, social living, general homemaking, general business, general auto servicing, general cabinet making, general foundry, general metals, general woodworking, drawing, general home maintenance, general drafting and general machine shop.

After completion of the diagnostic quarter, most students are given a program of half work area and half in general education. Work area courses are three periods and furnish work experience and develop work habits and attitudes which help him get a job. The student then decides on the major subjects or program that best fits his interests and abilities. These are:

Business Division: Record Keeping, General Business, Typewriting
Graphic and applied arts: Advertising, Commercial Art, Photography, Printing and Applied Arts and Crafts
Home Economics: Homemaking, Clothing, Foods, Laundry, Dry Clearing
Family Health: Grooming, Child Care, Home Nursing, Physiology, Personal Improvement, Occupational Orientation, Money Management, Brides course
Service and Health Occupations: General Foods, Waitress Training
Industrial Division: General Baking, Cabinet Making, Foundry Masonry, Machine Shop, Mechanical Drafting, Power Servicing, Shoe Servicing, Auto Servicing, Upholstery, Power Sewing
General Education Division: Driver Education, Social Living, Special Reading, Special Mathematics, and Recreation

Research, Leadership Training and Pilot Programs

General workshops were held for teachers at Appleton and Eau Claire. Three regional D. E. workshops were held during the year. A continuous teacher-training program in Home Economics is functioning with one annual State conference involving teachers and coordinators. A two-day teacher training workshop was held in May for Restaurant training. Three one-day workshops were held for coordinators who have or plan occupational training programs.

WYOMING

Introduction

An increase in programming for vocational education for persons with special needs is anticipated during FY 1968. However, it is not planned to secure additional teachers. No specific person has been placed in charge of vocational education for persons with special needs on a full-time basis. The State Director assumes this function or delegates it on a part-time basis to others. The State estimate of expenditures for vocational education for persons with special needs for 1968 is $50,000 which is $20,000 Federal and $30,000 local funds. No State funds are involved. The estimate of Total Expenditures for Vocational Education in 1968 is $2,569,132, of which $598,758 is Federal, $79,232 is State and $145,000 is local funds.

In many cases programs in basic education are important components for special needs requirements, therefore, close cooperation is maintained with the Adult Basic Education program. Some of the more populous school districts are giving considerable attention to special needs programs.

Occupational Areas

Special needs programs will be continued and developed further for students in Office Occupations, Distributive Education, Home Economics and in Trade and Industrial Occupations.

In many instances, special needs individuals are on a rather isolated basis throughout the State. Every effort will be made to give these persons whatever help is necessary to meet occupational objectives commensurate with their abilities. The State has suffered population losses through out-migration, particularly in ages 22 to 45 groups. Many could find no employment. Only five out of twenty-three counties failed to show population losses. Much work needs to be done in job development and placement as well as in training in specific areas such as office and distributive occupations, health occupations, home economics and trades and industry.

GUAM

Introduction

Special courses in remedial English and remedial mathematics will continue to be offered at the area vocational schools in 1968. A GED testing program has been developed cooperatively by the area vocational school and the College of Guam for high school dropouts. Three additional academic teachers will be required for this. An experimental English program utilizing trade related materials is being developed specifically for the area vocational school during 1968. This program is for high school dropouts, with instruction provided in the area of academic need, enabling these students to earn a certificate of high school equivalency.

Occupational Areas

Three programs in vocational education for persons with special needs will be offered in Trades and Industry at the Guam Trade and Technical School in FY 1968. No other courses are contemplated for 1968.

The estimated expenditures for vocational education for persons with special needs for FY 1968 are: $4,455 of which $2,227 is Federal and $2,228 is State funds. The total estimated expenditure for vocational education for all Federal Acts for 1968 is $486,132 of which $243,066 is Federal and $243,066 is State funds.

PUERTO RICO

Introduction

Manpower shortages of skilled workers and technicians continue to be a serious handicap, both to established and potential industry and business in Puerto Rico. In addition, 23% of the population ages 20-24 is neither in school or at work, with the expected negative effects upon the expanding Puerto Rican economy. This situation requires urgent attention. Acute shortages of skilled and semi-skilled personnel for health occupations, office occupations, distributive occupations and in trades and industry demands a more vigorous approach to the provision of vocational training for persons with special needs as a means of utilizing the unsued labor potential which is available in the face of unfilled job opportunities.

Occupational Areas

Programs to assist persons with special needs are planned for Trades and Industry, Home Economics, Distributive Education, Health Education, and Agriculture in 1968. Over 1,500 persons are to be served, including 75 in pre-technical remedial education, 55 in home related occupations, 260 in Trades & Industry, 600 in Agriculture, and 30 in Distributive Education. This will require 14 full-time teachers and several part-time teachers. In the Area Vocational Schools, there will be six Trades and Industry programs and one in Home Economics.

Estimated expenditures for vocational education for persons with special needs in Puerto Rico for 1968 is $470,000, of which $170,000 is Federal, $300,000 State and no local funds. The estimated total expenditures for Vocational Education under all Federal Acts for Puerto Rico in FY 1968 is $14,241,635, of which $5,127,535 is Federal, $9,114,100 is State, and no local funds.

VIRGIN ISLANDS

Introduction

The Division of Vocational is presently coordinating its activities with the Office of Economic Opportunity and the Neighborhood Youth Corps in providing vocational education training programs for youngsters who are experiencing difficulties in the regular vocational education programs. Responsibility for developing and supervising programs for persons with special needs has been delegated to the Coordinator for Vocational Education, on a part-time basis. The estimated expenditures for vocational education for persons with special needs for the Virgin Islands, FY 1968 is $27,000, of wihich $12,500 is Federal and $14,500 State funds.

Occupational Areas

Proposed programs have been designed for:

Service Station Attendants	Distributive Education
Nurse's Aides	Health Occupations
General Office Practice	Office Occupations
Carpentry (Helper)	Trades and Industry
General Metal Worker (Helper)	Trades and Industry

It is estimated that 45 individuals will be available for training in the above areas in 1968. Teaching Centers and facilities will be available in the Charlotte Amalie Senior High School in St. Thomas and the St. Croix Central High School in St. Croix. Five additional instructors will be needed to implement this program.

SUMMARIES OF RESULTS OF PROJECTS DEALING WITH THE HANDICAPPED

FUNDED UNDER SECTION 4(c) OF THE VOCATIONAL EDUCATION ACT OF 1963

A Curriculum Development Study of the Effectiveness of Upgrading the Technical Skills of Educationally Disadvantaged Union Members (ED 010 430) 28 Nov 1966

by Kopas, Joseph S.

Sponsored: Negro American Labor Council, Region 4, Cleveland, Ohio

Descriptors: Curriculum Development; Educationally Disadvantaged; Electromechanical Aids; Skill Development; Union Members, Cleveland, Industrial Education, Ohio, Teaching Machines, Teaching Techniques

A section of a job training program consisting of thirty 10-hour job instruction curriculum modules was developed for updating and upgrading the technical skills of electrical maintenance employees. This job training program was tried out in classes consisting of maintenance employees of the electrical departments in a steel company. Members of the classes were divided into 2 groups of 20 each. Half of the trainees in each group was loaned an electronic tutor to use at home. The other half studied text material in a normal way without electronic tutors. A test was prepared and used as pretest and post-test to measure the mastery of the subject matter covered in the 30 curriculum units. The conclusions indicated that trainees who had electronic tutors achieved higher on all measures. (RS)

Project Notify--Needed Occupational Television Instruction for Youth

(ED 010 641) June 1966

by Lawson, William H.; Bancroft, John,

Sponsored: San Bernardino Valley College, California

Descriptors: Information Dissemination; Occupational Guidance; Occupational Information; Program Evaluation; Video Tape Recordings, Audiovisual Aids, California, Career Opportunities, High School Students, San Bernardino

An evaluation was made of the effectiveness of video tapes as a means of disseminating occupational information to high school students. After criteria for selection were determined, seven occupational areas were chosen for presentation by video tape. The television programs were designed to identify entry level jobs in the occupational areas covered, which were secretarial work, food retailing, department store retailing, automotive technology, lodging and food services, financial institution employment, and law enforcement. The population of the study consisted of 11th and 12th grade students in eight senior high schools. To determine the effectiveness of the program, a foolowup study was conducted by use of inventory questionnaires. A majority of the students had a very favorable reaction to the tapes, indicating that television in the classroom is an effective medium for providing occupational information. Student evaluation given in interviews 2 months after broadcast agreed closely with evaluation made immediately following broadcast. In the order of amount of help given, with "high" listed first, the programs were ranked - (1) those that presented clear development of facts, (2) those that encouraged students to remain in school, and (3) those that motivated students to think about matters specifically related to job planning. Programs that acquainted students with available job possibilities were considered beneficial, with most benefit being gained by disadvantaged minority students. (GD)

Groundsman-Gardener for Special Class Students (Educable Mentally Retarded Youth) Final Report (ED 010 330) 22 Jul 1965
by Nicolaysen, G. Roy

Sponsored: Oakland Unified School District, California

Descriptors: Educable Mentally Handicapped; High School Students; Occupational Training; Summer Programs; Work Experience programs, California, Oakland, Pilot Projects, Service Education, Service occupations, Special Classes, Vocational Rehabilitation.

A summer pilot program was conducted to vocationally train educable mentally retarded (EMR) students. Special class students (16) in the 11th and 12th grades were enrolled and successfully completed the 6-week course. The groundsman-gardener course was divided into two parts, classroom study and work experience. The goals to be realized were (1) training and placement of EMR students, (2) student absorption into the regular class program, (3) part-time employment, and (4) continued training as department of vocational rehabilitation clients. In evaluating the program, the participants concluded that all of the goals were met, and the overall success of the program was attributed to the planned curriculum. Recommendations were made that the program be expanded to afford opportunity to more EMR students. (RS)

A Curriculum for Dropout-Prone Students--Delinquency Study and Youth Development Project (ED 010 331) May 1966
by Matthews, Charles V. and others

Sponsored: Southern Illinois University, Edwardsville Campus

Descriptors: Curriculum Guides; Disadvanted Youth; Dropout Prevention; Potential Dropouts, Student Development, Delinquency Prevention, Delinquency Study and Youth Development Project, Demonstration Programs, Edwardsville, Illinois, School Holding Power

A curriculum guide was prepared for a demonstration program (ED 010 332) with high school students who were considered potential dropouts. Selection was on the bases of (1) intelligence, (2) reading achievement, (3) general achievement, (4) socioeconomic status, and (5) school adjustment. Major emphasis was on providing the students with a sense of pride and accomplishment. Curriculum elements included (1) individualized reading, (2) social understanding, (3) science, and (4) arithmetic. (RS)

A Curriculum Demonstration Program for Dropout-Prone Students--Delinquency Study and Youth Development Project. (ED 010 332) August 1966
by Matthews, Charles V. and Roam, John E.

Sponsored: Southern Illinois University, Edwardsville Campus

Descriptors: Demonstration Programs; Disadvantaged Youth; Dropout Prevention; Potential Dropouts; Problem Children; Student Development, Delinquency Prevention, Delinquency Study and Youth Development Project, Edwardsville, Illinois, School Holding Power.

A demonstration program was conducted with slow-learning, socially alienated students (potential dropouts). Full-time classes were established for grades 7 to 12, containing special learning units in language arts, social studies, arithmetic, science, industrial arts, home economics, physical education, and work experience. The curriculum content and methodology of the classes were reported in a companion volume (ED 010 331). The experimental (demonstration) group was selected from students judged to be most dropout-prone on the bases of (1) intelligence, (2) reading achievement, (3) general achievement, (4) socioeconomic status, and (5) school adjustment. A matched control group was formed which received neither curricular adjustments, work experience, nor services of nonteaching personnel who worked with the demonstration program. A statistical analysis of data obtained during a 3-year study indicated (1) the program was significantly successful in improving the holding power of school, (2) special reading and arithmetic programs produced significant gains in achievements, and (3) students in the work experience program did not significantly improve in their academic performance when compared with students in the control group. Additional study and revision of the curriculum were recommended. (RS)

The Development of a Master Teacher Training Curriculum for Teachers of Occupational Level Training Programs Final Report (ED 010 161) 31 May 1966
by O'Brian, John L.; O'Neill, John J.

Sponsored: Rutgers, the State University, Graduate School of Education

Descriptors: Course Organization; Curriculum Development; Disadvantaged Youth; Inservice Teacher Education; Vocational Education, Consultants, Degrees (Titles), Graduate Study, New Brunswick, New Jersey.

A curriculum and course of study were developed to provide graduate training for teachers of disadvantaged youth. An interdisciplinary committee of specialists was organized to develop background materials and to evaluate and refine the work of its members. Practitioners were also invited to prepare papers on various aspects of student-teacher needs, skills, and characteristics. The curriculum was designed to provide teacher training at the Master's degree level. It was based on a progression from orientation to conceptualization, and from experiencing to integration of experiences. Included were presentations on (1) curriculum, (2) orientation workshop, (3) social psychology of the disadvantaged, (4) seminar in urban society. (5) field experience, (6) seminar in learning, development, and measurement, (7) educational processes for teaching the disadvantaged youth, (8) educational practicum for teaching disadvantaged youth, (9)seminar on professional issues, and (10) integrating option. Recommendations were that those implementing the program be cognizant of the need to develop adequate evaluation procedures. (RS)

A Study in Communication Between High School Teachers of Vocational Agriculture and Socio-economically Disadvantaged Youth by the Use of Semantic Differential (ED 010 131) August 1966

by McMillion, Martin B.

Sponsored: University of Illinois, Urbana

Descriptors: Agriculture; Communication (thought transfer); Disadvantaged Youth; Rural Youth; Vocational Education, Illinois, Secondary School Students, Socioeconomic Status, Urbana

The study attempted (1) to determine whether or not socioeconomically disadvantaged pupils and two other socioeconomic groups of pupils in secondary school grades placed a significantly different connotative meaning on selected words and phrases which are of importance to vocational education in agriculture, (2) to determine whether or not the connotative meaning which the agriculture teachers of these pupils place on the words and phrases was more like that of the higher socioeconomic pupils than that of the lower socioeconomic pupils, and (3) to determine the extent to which teachers recognize any difference in connotative meaning for selected words and phrases which may exist among the various classifications of pupils. A stratified random sample of 240 high school students completed a semantic differential instrument. Multivariate analysis of variance was the major statistical procedure employed in the study. Among other recommendations, it was suggested that low-status pupils value leadership more highly than do high-status pupils and should be afforded an opportunity to assume positions of leadership. (JM)

PREP--A Program for Recovering and Extending Academic Potential for High School underachievers Seeking Entrance at a Regional Community College

(ED 010 120) June 1966

by Shea, J. J.

Sponsored: Greenfield Community College, Massachusetts

Descriptors: Counseling Programs; Junior Colleges; Remedial Programs; Testing; Underachievers, Achievement, Counselors, Davis Reading Test, Greenfield, High School Graduates, Lorge-Thorndike Test of Intelligence, Massachusetts, Post-Tests, Pretests, Remedial Instruction, Scholastic Aptitude Test, Summer Programs

This project was to determine--(1) the effectiveness of a summer remedial program in preparing underachieving high school graduates for successful completion of the first semester of a 2-year terminal junior college program, and (2) if vocational-personal counseling has a differentiating effect in their achievement of that goal. Forty subjects were selected who failed to meet normal college admission criteria. A 7-week remedial treatment program was administered, after which all subjects were enrolled in a junior college. Pre- and post-remediation test information as collected. Twenty students were selected for counseling. Effects of the program were evaluated in terms of academic growth. Statistical analysis of data indicated that the remedial program was a causative factor in upgrading student scores on the Lorge-Thorndike test of intelligence, the Davis reading test, and the Scholastic Aptitiude test. Performance was not affected by vocational counseling. Only 40 percent of the participants had failed by the end of the first semester, whereas based upon admission criteria, none of these should have succeeded. (HC)

A Developmental Program for Vocational Counselors Directed Toward Serving Disadvantaged Youth More Effectively (ED 010 074) 1966

by Sweeney, Thomas J.

Sponsored: University of South Carolina, School of Education

Descriptors: Counselor Training; Disadvantaged Youth; Inservice Courses; Institute-Type Courses; Vocational Counseling, Columbia, Cooperative Programs, Field Trips, South Carolina

A 2-week summer institute was conducted to serve as inservice training for a group of 29 counselors in employment, trade, technical, and school settings as to how they might better serve disadvantaged youth through individual and joint action projects. Open discussions were held among the participants to stimulate worthwhile ideas in this area, and field visits afforded each of the counselors opportunities to meet and talk with young people and their families. In addition, social workers, psychologists and urban rehabilitation personnel discussed their work and the problems which they encounter in attempting to aid this population of young people. A series of three followup meetings to the institute were held on weekends during the following year. Colleagues and administrative supervisors of the participants were invited to the last two meetings. The meetings served to introduce new dimensions regarding the vocational future of disadvantaged youth and the necessity of professional teamwork in assisting them. The recommendations generated by the institute participants fell under two major headings--(1) joint action by agencies working with disadvantaged youth, and (2) counselor education and inservice training. Primary evaluation was conducted through the administration of a participant questionnaire. All respondents indicated enthusiasm for continuing programs to serve disadvantaged youth. It should be noted that emphasis in this developmental program was applied primarily to the State of South Carolina. (JH)

The Production and Validation of Educational Systems Packages for Occupational Training of Depressed Area Students Final Report
(ED 010 014) 30 March 1966
by Bushnell, Don D.

Sponsored: Brooks Foundation, Santa Barbara, California

Descriptors: Instructional Improvement; Instructional Materials; Mathematics Instruction; Teaching Techniques, California, Santa Barbara, Tenth Grade, Tutoring, Vocational Education

Individual tutorial sessions were conducted with 42 10th-grade students in a large inner-city high school, with the purpose of revising a unit of general mathematics from a standard text. The hypothesis tested was that material so revised would yield more learning for students of this population than materials revised under standard curriculum workshop conditions. The experimental group (50 students) studied tutorially revised materials, and the control group (50 students) studied teacher-prepared materials based on the same unit. Students in the experimental group scored significantly higher on criterion tests administered immediately upon completion of the material. The hypothesis appeared to have been supported by this study. Recommendations were made for a major research project aimed at the production and validation of five semester units of instruction in subject areas basic to programs of vocational education. (GD)

A Teacher Institute to Prepare Teachers and Materials for the Education of Rural, Low Achieving, Disadvantaged Junior High School Students for Entry into Vocational-Technical Programs (ED 003 095) 1965
by Hodgson, Paul H.; Laws, Ruth M.

Sponsored: Delaware State Department of Public Instruction, Dover

Descriptors: Core Curriculum; Curriculum Development; Prevocational Education; Vocational Education, Delaware, Dover, Gates Reading Survey, Junior High Schools, Rural Schools, Teacher Seminars, Underachievers

A twofold program was designed to prepare vocational teachers to participate as instructors in a prevocational occupational program for rural underachieving junior high school students. Initially, a demonstration class of 20 underachievers served as an experimental unit for the design, construction, and testing of prevocational occupational core curriculum. Objective and subjective measurement of pupil progress was conducted for 6 weeks. Measurements included the Gates reading survey, differential aptitude tests, taped interviews, student questionnaires, and pre- and post-analysis of written and dictated stories. The second phase of the program involved--(1) the selection of 17 vocational teachers and their orientation to the needs, characteristics, and problems of the disadvantaged, (2) instruction in corrective and remedial programs, and (3) acquaintance with skilled and semiskilled occupations to be used in motivating the disadvantaged through formal classroom instruction, lectures, collateral reading, field trips to poverty areas, and practice teaching. The results indicated that vocational teachers can be oriented to the needs of the disadvantaged and that disadvantaged students can be motivated through a prevocational curriculum centered around the study of occupations and through vocational teachers using their knowledge about skilled and semiskilled occupations. (HS)

A Pilot Study of Personality Factors Related to Occupational Aspirations of Negro College Students (ED 003 521) 1966

by Littig, Lawrence W.

Sponsored: Howard University, Washington, D.C.

Descriptors: Aspiration; College Students; Negro attitudes; Occupational Choice; Personality Studies, District of Columbia, Negro Achievement, Questionnaires, Test Anxiety Questionnaire, Test of Insight

An exploratory study was made on occupation-related behavior traits of Negro college students. Certain personality correlates of the occupational aspirations and success expectancies were examined. Subjects were 70 male and 30 female students at Howard University. The personality variables were measured by the test of insight, test anxiety questionnaire, and a self-rating questionnaire. Occupation-related data were obtained by questionnaires. The results indicated that (1) motivations for success and for avoiding failure were not related to realistic or unrealistic aspirations, (2) middle-class males and females, and working-class females aspired toward occupations which have been traditionally open to Negroes, (3) working-class males aspired toward traditionally closed occupations, and (4) male subjects, other than middle class males, had low expectancy of occupational success. (RS)

A Pilot Work-Study Project to Develop a Program of Occupational Training for School Alienated Youth Between the Ages of Fifteen and Twenty-one

Interim Report and Statistical Evaluation Aug. 31, 1967

by Parker, Forrest E. and others

Sponsored: Norwalk, Conn. Board of Education
New York University School of Education

Descriptors: Vocational orientation and on-the-job evaluation; Basic education for individual differences; Psychological-sociological growth; Adjustment of school-alienated youth; Personal-social adaptation; Attitudinal changes; Strengthen pupil-counselor relationships; Non-graded educational program; Establishment of vocational certificates and competency diploma standards

The primary educational and vocational objectives of the Center for Vocational Arts (Norwalk, Conn.) are:

1. To provide a program of vocational education which will enable school-alienated youth to acquire occupational skills for available job opportunities.

2. To provide within a framework of an occupational training program teaching techniques and materials which will effectively combine basic education with occupational skill.

3. To provide a program of individualized study for those students who desire more than a certificate of vocational competency and who are willing to put forth the extra effort which can lead to the receipt of a Center for Vocational Arts diploma.

The Center for Vocational Arts is a program with new emphasis--a compensatory educational program providing remedial and basic instruction and extensive guidance services. Students progress at a rate limited only by their own motivation and ability. They attend classes for three hours daily and are placed in part-time employment for four hours. Their progress in occupational training is based, not upon the length of time spent in the training program, but rather upon their demonstrated competencies in their chosen field.

The Center for Vocational Arts represents an educational innovation which has won the 1966 Pacemaker Award, a national award given for the programs offered and the facilities involved.

OTHER RESEARCH IN VOCATIONAL EDUCATION (NOT 4(c) FUNDED)

DEALING WITH INDIVIDUALS WITH SPECIAL NEEDS

A National Survey of Vocational Education Programs for Students with Special Needs (VT 001 317) (ED 011 041) 20 May 1966
by Groves, Ramsey M.

Sponsored: Ohio State University, Columbus, Ohio Center for Voc. & Tech. Ed.

Descriptors: Disadvantaged Youth; Vocational Education; Special Education; High School Students, Questionnaires, Educational Surveys, Program Administration, High Schools, Curriculum, School Personnel, Teachers

The major obejctive was to ascertain the status of vocational education for students with special needs. The study included only programs operated in public high schools, funded either partially or fully by Public Law 88-210, and designed specifically for students who have academic, socio-economic, or other handicaps that prevent them from succeeding in regular vocational education programs. Programs for students who have low mental capacity and require a high degree of attention by specially trained school personnel were excepted. Of the 333 teachers receiving a survey questionnaire, 229 responded. However, only 79 questionnaires were usable because of the scope of the study. The programs were similar to the regular vocational programs. A majority were operated for more than one type of disadvantaged student and the curriculums were planned and adapted to the students' abilities. They were often designed to train the student for employment in a broad spectrum of occupations rather than for a particular skill. A national survey to determine the numbers and locations of students with special needs and research to determine numbers and kinds of jobs for which students with special needs could be trained were recommended. (SL)

Vocational Education for Persons with Special Needs (VT 001 550) 1966

Sponsored: California Coordg. Unit for Occup. Res. and Develop.

Descriptors: Vocational Education; Special Education; Educational Problems, Dropout Identification, Dropout Research, Bibliographies, Ability; Educational Research, Potential Dropouts, Dropout Prevention, Culturally Disadvantaged, Mentally Handicapped, Middle Aged, Aged, Socioeconomic status, Continuing Education, Emotionally Disturbed, Small Schools; Educational Needs, Delinquents, Minority Groups, Underachievers, Physically Handicapped, Employment Opportunities.

A survey of research was made to identify the vocational needs of individuals with special problems. Completed studies, research-in-progress, and current proposals were included. Topics covered in this summary are --

(1) Aging, (2) Continuation Education, (3) The Culturally Deprived, (4) Delinquency, (5) Dropout, (6) Emotional Disturbance, (7) Low Ability, (8) Mental Retardation, (9) Minority Racial Groups, (10) Physically Handicapped Students, (11) Small Schools, (12) Socioeconomic Studies, (13) Underachievers, and (14) Work Opportunities. A bibliography is included. (MS)

Vocational Core Program (VT 001 733) (ED 011 296) 1966
by Manzanares, Jess and Barnes, Bill

Sponsored: New Mexico Occup. Res. and Develop. Coordinating Unit
Hobbs Municipal Schools, N. Mex.

Descriptors: Work Experience Programs, Junior High Schools; Student Rehabilitation, Senior High Schools, High School Students, Admission Criteria; Disadvantaged Youth, Vocational Education.

A 10-year program for disadvantaged youths is described. Its objectives are to--(1) meet the needs of students who have no interest in or ability to adapt to a regular school program, (2) relieve the classroom teacher of discipline problems which become time consuming to the point that other class members are penalized, and (3) establish a flexible school program which includes activities both in and out of the regular school day. Criteria for student selection are -- (1) poor general attitude, (2) lack of interest in the regular curriculum, (3) chronic misbehavior, (4) petty criminal activities, (5) incorrigible truancy, (6) inability to get along with other people, and (7) dropout potential. Scheduling is done on an individual basis by the vocational core teacher. Students are encouraged to participate in a work experience program and take courses which they want to take and in which they can succceed. The program operates at the junior and senior high school level. Junior high students receive credit as recommended by the vocational core teacher and at the senior high level, the principal cooperates in this recommendation. The student may transfer to the regular curriculum at will. Extensive individual counseling is done by the vocational core teacher. (EM)

A Report on Dropouts From North Dakota Public High Schools (Research Report No. 1) (VT 002 220) August 1966
by Boyles, Gary E.

Sponsored: North Dakota University, Grand Forks

Descriptors: Dropout Characteristics; Dropouts

Studies from other States were reviewed to determine the more common characteristics of dropouts. Forms were sent to all high schools in North Dakota for reporting pupil dropouts. The first set of 229 dropout forms returned was analyzed, and the following data for dropouts are given--sex, race, part-time employment, program of studies, general scholastic achievement, rank in class when dropping out, number of courses failed last report, attendance record of dropouts, disciplinary record, number of schools attended, special efforts by school to retain dropouts, conditions for staying in school, persons conducting exit interview, parental attitudes about son or daughter dropping out of school, source of idea to leave school, persons with whom pupil resided, occupations of parents, relationship with person, reasons for dropping out of school, and future plans of dropouts. Reasons given by the school for male dropouts included--(1) academic difficulty, 20 percent, (2) parental influence, 21 percent, and (3) marriage, 20 percent. Reasons given by male dropouts included--(1) academic difficulty, 24 percent, and (2) dislike of school, 29 percent. Pregnancy accounted for approximately 43 percent of the female dropouts. (PS)

Study of Illiteracy in Texas as Related to Vocational Education (VT 000 063) (ED 010 792) Sep. 1964
by Adair, J.B.

Sponsored: Texas Education Agency, Austin

Descriptors: Mexicans, Racial Differences, Negro; Illiteracy, Migrants; Adult Vocational Education, Literacy Classes, Crime; Unemployment, Economically disadvantaged; Ethnic Groups, Educational Disadvantagement, Academic Achievement, Aliens, Population Trends, Economic Factors.

Because one of the major concerns of leaders in Texas is the large educationally deficient segment of their population, a study was authorized to relate illiteracy to adult vocational education. The study was based on assumptions that there is a significant relationship between illiteracy and--(1) membership in an ethnic group, (2) low socio-economic status, (3) crime, and (4) unemployment and ability to pursue vocational training. The report is divided into five sections--(1) development of literacy programs in Texas, (2) distribution of illiteracy in Texas, (3) illiteracy in relation to crime, (4) economic status and illiteracy, and (5) unemployment among illiterates. Little organized effort had been made from 1942 to 1957 to combat illiteracy. The Texas Literary Council was organized in 1959 and has 25 affiliated councils, with all teaching done by voluntary teachers. Illiteracy among Latin Americans and nonwhites was almost four times that of the Anglo population. About one-fourth of the illiterate population was located in areas of high concentration of migrant workers. One of the eight recommendations was that the Texas Education Agency should assume responsibility for initiating a program of basic and vocational education. (MS)

Research Project. Experimental Program 00018 (VT 000 065) July 1965
by Halager, David

Sponsored: Aurora Board of Education, Illinois, District 131

Descriptors: Slow Learners; Self Contained Classrooms; Grade 10; Work Experience Programs

In 1964, Aurora East High School introduced the learning center program for the academically handicapped, which was an extension of the self-contained junior high school program. A work experience program was created to supplement the classroom curriculum. Job placements were within the school with teachers supervising. A vocational counselor and teacher-coordinator were included in the personnel. The program began with 48 students and ended the school year with 41. Comparisons of 20 work experience enrollees and 21 students not enrolled in the work experience program by their own choice were made by using attendance and grade records at various intervals, California Test of Mental Maturity scores, percentile rank, and Science Research Associates Reading Laboratory Test scores. Questionnaires were distributed to 88 teachers in the school (52 percent were returned) and the students in the English classes of the program for their evaluation of the program. A list of strengths included the stimulation of interest in reading. Among the weaknesses was the need for more orientation for parents who have children in the program. The course of study for mathematics and a list of occupations and guidance topics discussed in the program are included. (SL)

Exploration of the Problem of Training and Retraining the Unemployed.
Summary Report, A Part of the Michigan Vocational Education Evaluation Project.
(VT 000 342) April 1963
by Karageusian, Mugitch A.

Sponsored: Michigan University, Ann Arbor, School of Education

Descriptors: Vocational education, Dropouts; Vocational Retraining, Federal Programs, Labor Unions, Motivation, Academic Achievement; Unemployed.

Area Redevelopment Act, Michigan Employment Security Commission

Mott Foundation Retraining Program, Michigan, West Virginia •

In the fall of 1961 there were approximately 300,000 unemployed in Michigan. About half of these were located in the Detroit Metropolitan area. Of the 61.8 percent who had not completed high school, 30.1 percent dropped out during grades 9-11, and the remainder had 8 years or less of education. Some attempts to relieve the unemployment situation have been made by the Michigan Employment Security Commission, the Mott Foundation Retraining Program in Flint, union-management agreements, and federal legislation. The low response of the unemployed to retraining programs clearly indicated a motivation problem. Most of the unemployed contacted about a retraining program in West Virginia were not interested, expected to be called back to work soon, or felt they were too old to be starting over again. The vocational training facilities and personnel in public schools must be effectively used to help alleviate the present unemployment emergency. Training must be undertaken with the cooperative efforts of the school and the community. Schools must be reorganized to meet the needs of both students and society at large. (PS)

Proceedings of the Conference on Buying and Consumption Practices of Low Income Families, New York University, February 14, 1964 (VT 001 270)
by Oppenheim, Irene

Sponsored: New York University, Dept. of Home Economics

Descriptors: Conferences; Low Income Groups; Home Economics; Consumer Economics, Community Agencies (Public), Research, Social Services, Family Programs; Family Problems, Family Income, Economic Disadvantagement, Bibliographies

The participants in this workshop were interested in determining how home economists may work more effectively with the poor. They included welfare directors, teachers, caseworkers, home economists, economists, and credit and life insurance representatives. Low income was defined in relation to need and to total resources. Presentations were--(1) "Research and the Low Income Family" by Mollie Orshansky, (2) "Definition of Low Income" by Helen H. Lamale, (3) "Types of Community Programs for Low Income Families" by Louise Addiss, (4) "Brief Overview of the Variety of Programs for the Low Income Family" by Virgil Clift, and (5) "Brief Overview of Home Economics Programs" by Alice Stewart. Round table discussions dealt with "The Preparation of Home Economists to Work with Low Income Families," and "What Types of Research and Experimental Projects Do We Need." Programs for low income families are concerned with income, public welfare, housing, health, and education. Consumer education is needed by young people as they often marry early. A bibliography is included. (MS)

Occupational Training Centers for 16-18 Year-old Youth. A Demonstration Program for Potential or Actual Dropouts (ED 010 620) January 1967
by Kaplan, Leon L.

Sponsored: Los Angeles City Schools, California

Descriptors: Demonstration Centers; Dropout Programs; Job Training; Skill Centers; Work Study Programs, Blue Collar Occupations, California, General Education, Individualized Programs, Job Skills, Los Angeles, on the Job Training, Out of School Youth, Part Time Jobs, Potential dropouts, Program Planning, Surveys, Vocational Education, White Collar Occupations, Work Experience Programs

A survey was conducted to ascertain necessary procedures for establishing work-study programs for actual or potential dropouts, ages 16 and 17, in the Los Angeles Unified School District. This survey was made to help provide means to meet the California education code requirements for compulsory continuation education. The study determined that such programs would stress individually oriented, occupational training with supportive emphasis on academic skills. A special task force conducted the survey, gathering data from a review of pertinent literature and from interviews and conferences with potential and actual dropouts, school district personnel, and representatives from labor, industry, and government. As an outcome of the survey, the task force recommended the establishment of two demonstration centers for vocational education. One would train students for employment in the aviation, electronics, and aerospace industries, and the other would provide training for governmental and industrial office occupations. Job orientation, work observation, and on-the-job paid experience would be included in the curriculums. Both centers would offer the opportunity to complete requirements for a high school diploma. (JH)

PROJECTED PROGRAM ACTIVITIES - FISCAL YEAR 1968
ESTIMATED TOTAL EXPENDITURES (IN 1000's)
(Excluding Work-Study Funds)

State Voca-
tional Services
September 26, 1967
AVLP/CE

State	Total	Federal	State	Local	Amount Trans-ferred
TOTALS	$1,008,693	$257,679	$346,592	$404,422	$24,773
Alabama	22,592	5,895	7,782	8,915	0
Alaska	1,202	535	195	472	0
Arizona	6,400	2,136	1,941	2,322	273
Arkansas	9,776	3,403	3,244	3,129	408
California	69,068	18,068	0	51,000	65
Colorado	6,791	2,445	849	3,497	0
Connecticut	28,867	2,722	21,500	4,645	473
Delaware	1,917	581	1,256	80	220
District of Columbia	2,348	773	1,575	0	94
Florida	31,353	7,353	15,600	8,400	771
Georgia	24,093	7,274	8,799	8,020	1,220
Hawaii	2,771	1,063	1,709	0	0
Idaho	3,707	1,264	1,269	1,174	0
Illinois	39,052	10,707	7,700	20,645	2,112
Indiana	15,589	6,541	3,514	5,533	0
Iowa	27,544	4,950	13,270	9,323	0
Kansas	10,798	3,267	1,943	5,588	0
Kentucky	17,287	5,597	11,191	498	1,241
Louisiana	16,067	5,596	1,471	9,000	0
Maine	3,841	1,548	1,679	613	275
Maryland	28,296	3,988	12,612	11,696	647
Massachusetts	25,490	4,905	6,868	13,717	0
Michigan	38,980	10,153	4,812	24,015	0
Minnesota	19,007	5,174	7,221	6,612	1,266
Mississippi	13,278	4,903	3,525	4,849	1,087
Missouri	21,529	5,862	3,237	12,430	0
Montana	3,928	1,132	556	2,239	0
Nebraska	5,372	2,216	558	2,598	606
Nevada	3,672	596	571	2,505	0
New Hampshire	3,598	984	1,940	830	222
New Jersey	21,850	7,725	6,000	8,125	824
New Mexico	4,231	1,591	339	2,300	0
New York	78,700	17,000	32,500	29,200	3,276
North Carolina	43,382	8,966	28,015	6,401	1,852
North Dakota	4,261	1,272	1,006	1,983	418
Ohio	36,167	12,415	10,384	13,368	0
Oklahoma	16,987	3,837	1,650	11,500	719
Oregon	9,624	2,549	3,926	3,149	485
Pennsylvania	100,910	13,965	33,545	53,400	2,357
Rhode Island	10,548	1,158	5,034	4,356	241
South Carolina	13,336	4,703	5,208	3,425	886
South Dakota	3,019	1,314	195	1,509	0
Tennessee	19,572	6,541	5,881	7,150	1,356
Texas	59,418	15,312	37,605	6,501	0
Utah	7,825	1,466	2,483	3,876	0
Vermont	8,823	845	6,994	984	2
Virginia	13,949	6,975	1,409	5,565	0
Washington	14,386	3,779	4,606	6,001	0
West Virginia	8,498	2,838	1,100	4,560	0
Wisconsin	11,400	5,700	836	4,864	823
Wyoming	2,569	599	113	1,857	0
Guam	486	243	243	0	56
Puerto Rico	13,945	5,128	8,817	0	500
Virgin Islands	437	126	311	0	0
Percent Distribution by Source	100.0	25.5	34.4	40.1	

PROJECTED PROGRAM ACTIVITIES - 1968
VOCATIONAL EDUCATION ACT OF 1963
ESTIMATE OF TOTAL EXPENDITURES IN (1000's)

STATE VOCATIONAL
SERVICES
September 28, 1967
AVLP/OE

State	Sec.	Post. Sec.	Adult	Spec. Needs	Const.	Anc. Serv.	Total
TOTAL	65,831	44,489	14,548	8,366	64,536	27,561	225,343
Alabama	2,443	33	136	15	1,537	447	4,611
Alaska	92	82	13	24	-	34	245
Arizona	1,251	693	30	5	-	100	2,079
Arkansas	720	1,104	114	146	-	843	2,928
California	4,945	4,346	1,049	749	1,648	2,248	14,985
Colorado	640	462	120	80	300	345	1,946
Connecticut	1,181	515	5	171	-	772	2,644
Delaware	290	100	30	20	78	16	534
District of Columbia	224	73	62	22	112	54	547
Florida	409	1,546	258	129	3,000	1,820	7,162
Georgia	1,219	2,706	1,375	92	1,000	638	7,030
Hawaii	78	590	-	29	50	50	798
Idaho	215	503	38	5	-	130	891
Illinois	805	3,170	1,037	452	3,750	1,114	10,329
Indiana	1,711	328	308	153	1,775	632	4,908
Iowa	894	1,575	142	75	-	813	3,500
Kansas	826	500	25	17	849	149	2,366
Kentucky	2,339	423	1,164	155	796	494	5,373
Louisiana	1,750	1,900	350	150	-	400	4,550
Maine	200	159	60	50	875	120	1,464
Maryland	1,769	396	145	141	1,283	115	3,849
Massachusetts	1,615	580	150	135	1,305	130	3,915
Michigan	2,093	2,163	357	1	2,617	827	8,057
Minnesota	550	1,391	137	91	1,900	919	4,987
Mississippi	1,053	1,053	263	153	1,585	570	4,720
Missouri	1,100	400	350	100	2,000	350	4,300
Montana	326	154	32	18	194	72	796
Nebraska	912	700	106	26	185	185	2,115
Nevada	628	196	52	45	300	81	1,302
New Hampshire	74	60	30	2	564	57	787
New Jersey	4,100	300	420	300	2,000	350	7,470
New Mexico	628	196	52	45	300	81	1,302
New York	4,100	1,850	1,650	2,900	4,500	2,000	17,000
North Carolina	5,214	2,392	-	25	665	268	8,564
North Dakota	353	233	20	12	350	244	1,212
Ohio	1,134	418	333	65	7,383	509	9,844
Oklahoma	1,220	190	150	20	1,177	249	3,006
Oregon	797	715	143	28	345	422	2,451
Pennsylvania	3,351	284	408	197	6,000	3,307	13,547
Rhode Island	88	11	32	-	745	253	1,130
South Carolina	659	300	691	30	1,800	135	3,614
South Dakota	380	195	30	15	250	30	900
Tennessee	2,201	2,539	646	150	175	600	6,311
Texas	2,541	3,674	424	849	3,070	2,037	12,595
Utah	71	390	211	37	148	344	1,201
Vermont	201	-	-	7	357	18	583
Virginia	1,737	350	350	45	3,100	315	5,897
Washington	875	881	219	74	100	792	2,942
West Virginia	400	60	300	90	1,475	75	2,400
Wisconsin	1,461	900	385	60	1,950	240	4,996
Wyoming	106	97	35	25	-	78	341
Guam	4	16	28	2	101	12	163
Puerto Rico	1,846	554	80	127	824	667	4,099
Virgin Islands	12	-	3	12	18	10	57
Percent by six purposes-	29.2	19.8	6.5	3.7	28.6	12.2	100.0

PROJECTED PROGRAM ACTIVITIES - FY 1968

State Vocational
Services AVLP/OE
September 28, 1967

	NEW TEACHERS					
	SEC.	POST SEC.	ADULT	SPEC. NEEDS	NEW ADMIN. STAFF	CONST. PROJECTS
TOTALS	7457	3274	3387	702	102	326
Alabama	40	100	-	75	2	7
Alaska	19	1	14	-	-	-
Arizona	100	23	13	15	-	-
Arkansas	44	77	200	70	-	-
California	226	127	83	30	1	36
Colorado	88	73	131	18	-	2
Connecticut	30	37	31	-	-	-
Delaware	26	41	7	-	1	2
District of Columbia	4	4	4	4	2	3
Florida	210	281	278	25	3	14
Georgia	95	42	170	5	1	6
Hawaii	3	6	-	-	1	1
Idaho	37	9	-	-	1	2
Illinois	-	-	-	-	16	5
Indiana	256	40	-	-	-	13
Iowa	51	128	88	-	2	5
Kansas	58	36	25	-	-	7
Kentucky	172	132	130	20	-	21
Louisiana	82	25	145	2	-	-
Maine	31	22	10	8	5	6
Maryland	196	30	100	15	3	10
Massachusetts	60	-	-	-	-	6
Michigan	400	132	147	8	-	9
Minnesota	168	159	100	4	1	6
Mississippi	36	48	120	5	-	5
Missouri	168	56	92	23	-	12
Montana	86	40	29	-	3	1
Nebraska	64	32	33	3	2	5
Nevada	25	11	20	17	-	1
New Hampshire	7	9	33	-	-	3
New Jersey	134	200	-	-	-	17
New Mexico	60	24	7	-	3	3
New York	544	-	-	-	1	10
North Carolina	165	176	30	24	2	4
North Dakota	45	5	-	4	1	2
Ohio	733	84	710	91	2	15
Oklahoma	122	10	140	3	12	3
Oregon	53	62	-	-	-	8
Pennsylvania	750	-	22	50	-	-
Rhode Island	12	-	3	-	3	8
South Carolina	110	85	89	8	6	8
South Dakota	75	9	-	4	3	2
Tennessee	148	138	275	17	-	5
Texas	960	130	-	124	6	18
Utah	-	15	15	-	3	1
Vermont	57	1	-	2	2	5
Virginia	183	92	-	-	2	13
Washington	300	75	-	-	-	-
West Virginia	79	26	88	10	4	5
Wisconsin	30	400	-	-	-	4
Wyoming	13	5	-	-	1	-
Guam	8	-	5	3	1	1
Puerto Rico	87	16	-	15	-	5
Virgin Islands	7	-	-	-	4	1

THE MAJOR CLASSIFICATIONS OF PERSONS WHO HAVE ACADEMIC SOCIO-ECONOMIC, OR OTHER HANDICAPS THAT PREVENT THEM FROM SUCCEEDING IN THE REGULAR VOCATIONAL EDUCATION PROGRAM

Classification:	Characteristics:
1. Persons with Economic handicaps	The poor, at or below subsistence level.
	Marginal, unstable income groups or persons residentially or geographically restricted or isolated.
	Members of families or individuals supported by public assistance.
	Members of families or individuals affected by long-term, chronic unemployment.
	Members of unusually large families which tax the resources of the family breadwinner.
	Members of families of itinerant or migratory workers.
2. Persons with Social handicaps	Ethnic and other minority groups.
	Members of disrupted families and/or broken homes.
	Families or individuals with records of adult or juvenile delinquency.
	In-migrants unadjusted to urban culture and mores.
	Families of migratory or itinerant workers.
	Persons who maintain a constant mental attitude of alienation from society and are difficult to assimilate into regular instruction.
	Students lacking positive social concepts

	Unsatisfactory interpersonal relationships.
	Persons who are residents of so-called undesirable urban environments.
	Persons who are indifferent to responsibility and respect for law and order.
	Persons showing evidence of a failure syndrome resulting from apathy and a lack of self-confidence.
3. Persons with Academic handicaps	Persons with borderline or defective intelligence above EMR level of 50-70 I.Q. and below 90 I.Q. with other difficulties.
	Persons with record of low or unsatisfactory achievement in reading and arithmetic.
	Persons with major deficiencies in communication skills.
	Persons who are retarded two or more grades below their normal age group in reading and arithmetic and language arts and numbers skills.
	Economic illiterates--adult persons with reading efficiency below the fifth grade level.
	Persons in need of remedial or compensatory educational services.
	School drop-outs.
4. Persons with Cultural handicaps	Persons who have not been exposed to accepted minimum standards of enlightenment and refinement of taste in matters of behavior, manners, and respect for the integrity and dignity of the individual in the search for the finer things of life.
	Persons who have failed to master accepted and polite forms of interpersonal relationships.

	Class. - 3
	Persons who are lacking in perception of accepted modes of human relations in a modern urbanized civilization. Persons with no feeling for or response to good music, the arts, literature, speech, religion, philosophy and science in everyday living. Families with limited educational background of parents.
5. Persons with Other handicaps	Persons who are emotionally unstable or unpredictable in behavior patterns. Persons who are accident-prone due to anxiety state or physical or mental condition. Persons with personality defects or eccentricities which make regular classroom instruction impractical. Persons with poor or inadequate self-images to the extent that unacceptable behavior is exhibited.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Adult and Vocational Education
Division of Vocational and Technical Education
Washington, D.C. 20202

A Summary of Major Points in Developing Programs for Persons with Special Needs

1. The range of ability, intelligence, creativity and potential among the youth and adults who are academically, socioeconomically or otherwise handicapped can be compared favorably with those who are considered able to take advantage and benefit from the regular vocational programs.

2. Vocational education, in cooperation with all educational disciplines, must make available the supplemental education required to bring these students to the level of achievement required where they can benefit from the occupational course offerings. Concern for and attention to the needs and desires of each student will produce results affecting motivation and achievement.

3. Course offerings must meet the demands of employment opportunities. The variety of occupational curriculums should be wide enough so as to encourage the broadest range of interests and abilities. They should be designed and scheduled for persons of varying educational backgrounds, interests, and aptitudes at locations and within time sequences which are mutually convenient.

4. An atmosphere should be created wherein parents recognize that participation in the career planning of their children is essential to the sucess of whatever efforts are expended. Creating the climate of acceptance and partnership between the family and the school is extremely difficult, yet most rewarding. The value of Vocational Education, both for their children and for themselves, can be best expressed when the parents are encouraged to avail themselves of courses which the vocational educators set up to meet their needs.

5. The total community must be involved in the education and occupational training programs along with the vocational educators. Job opportunities, personnel, equipment, training experiences, advisory committees, support for school funds, social services, medical and welfare personnel, and the student body to be reached make up the total program for making vocational education a service to all people of all ages in all communities.

6. To assure adequate supervision, each State should consider assigning a supervisor of programs for the disadvantaged on a full-time basis as its initial move in programming for the handicapped.

September 1965

Characteristics of Persons with Special Needs

Persons with special needs are those who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education program. They include those youth and adults who themselves have one or more of the following characteristics or who live in communities or come from families where there are a preponderance of these characteristics:

low income

poor educational background and preparation

poor health and nutrition

family heads are semi-skilled or unskilled

excessive unemployment

ethnic groups which have been discriminated against or have difficulty in assimilating into the majority culture

isolated from cultural, educational and/or employment opportunities

emotional and psychological problems which are not serious enough to require constant attention or institutionalization

lack motivation for obtaining an education or acquiring a job skill due to a combination of environmental and historical factors

dependent on social services to meet their basic needs

lack the political power or community cohesiveness to articulate and effectuate their needs

have physical disabilities or mental retardation

For purposes of this program activity, those persons are not included among the groups vocational education should be serving who are so physically handicapped or mentally retarded that they require intensive diagnostic and corrective attention from the medical, psychological or psychiatric professions and cannot benefit from occupational education.

PROVISIONS OF THE VOCATIONAL EDUCATION ACT OF 1963 RELATING TO PERSONS WITH SPECIAL NEEDS

Section 1 - Declaration of Purpose

> ". . . . to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education . . . . so that persons of all ages in all communities of the State . . . . will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training."

Section 4(a) - A State may use its allotment in accordance with its approved plan for any or all of the following purposes:

(4) "Vocational education for persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education program."

(5) "Construction of area vocational education school facilities." (The construction of area schools will permit a greater variety of specialized courses to be offered in one institution, better facilities and equipment, and better teachers.)

(6) "Ancillary services and activities to assure quality in all vocational education programs, such as teacher training and supervision, program evaluation, special demonstration and experimental programs, development of instructional materials, and State administration and leadership, including periodic evaluation of State and local vocational education programs and services in light of information regarding current and projected manpower needs and job opportunities."

Section 4(c) - 10% of the sums appropriated shall be used by the Commissioner to make grants to colleges and universities, other public or nonprofit private agencies and institutions, to State Boards and local educational agencies to pay part of the cost of research and training programs and of experimental, developmental, or pilot programs developed and designed "to meet the special vocational education needs of youth, particularly youths in economically depressed communities who have academic, socioeconomic, or other handicaps that prevent them from succeeding in the regular vocational education programs."

Section 13. Work-Study Programs for Vocational Education Students

Funds can be allotted to students between 15 and 21 years of age who are regularly enrolled in vocational high schools to compensate them for work for public agencies if they are having financial difficulty in remaining in school. They may earn up to $350 in any academic year, or up to $500 if they are not within reasonable commuting distance to the school.

Section 14. Residential Vocational Education Schools

Demonstration funds may be granted for the construction, equipment and operation of residential schools to provide vocational education for youth between 15 and 21 years of age who need full-time study on a residential basis to benefit fully from such education. Special consideration is to be given to the needs of large urban areas having substantial numbers of youth who have dropped out or are unemployed.

DISCRIMINATION PROHIBITED -- Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." Therefore the Vocational Education Programs, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

February 1968

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Adult, Vocational and Library Programs
Division of Vocational and Technical Education
Washington, D.C. 20202

DIRECTORY - STATE OFFICIALS WITH RESPONSIBILITIES FOR PROGRAMS OF VOCATIONAL EDUCATION FOR PERSONS WITH SPECIAL NEEDS

State	State Official	Address
Alabama	J. F. Ingram, State Director of Vocational Education	Department of Education Montgomery 36104 Phone: 205-265-2345
Alaska	Louis D. Ridle MDTA Supervisor	Alaska Office Building Juneau 99801
Arizona	Mrs. Kay Paxton Supervisor Special Needs Programs	State Dept. of Voc. Educ. 412 Arizona State Bldg. Phoenix 85007 Phone: 602-271-4335
Arkansas	J. Marion Adams State Director of Voc. Ed.	State Education Building Little Rock 72201 Phone: 501-375-7271
California	Wesley P. Smith, State Director of Voc. Educ.	721 Capitol Mall Sacramento 95814 Phone: 916-445-3314
Colorado	Ken S. Mosler Supervisor Programs for Persons with Special Needs	State Board for Voc. Ed. 32 State Services Bldg. 1525 Sherman Street Denver 80203 Phone: 303-222-9911, x2151
Connecticut	Saul Dulberg Consultant Program Development	Division of Voc. Educ. State Dept. of Education Box 2219, Hartford 06115 Phone: 203-527-6341
Delaware	Ruth Laws Supervisor Training and Vocational-Technical Research	State Dept. of Education P.O. Box 191 Dover 19901 Phone: 302-734-5711, x279

State	State Official	Address
District of Columbia	Robert J. Volland Director, Industrial and Adult Education	Franklin Administration Building Washington, D.C. 20005 Phone: 202-783-6111, x537
Florida	Thomas C. Swift Consultant, Special Vocational Programs	State Dept. of Education Tallahassee, 32304 Phone: 904-599-5750
Georgia	Tom Lewis, State Supervisor for Special Needs	State Dept. of Education Atlanta 30334 Phone: 404-688-2390, x295
Hawaii	Albert J. Feirer State Director of Vocational Education	Department of Education P.O. Box 2360 Honolulu 96804 Phone: 808-507-711, x410
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